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The Precursors and Outcomes of Goal Choice and Attainment

A Dissertation submitted in partial satisfaction
of the requirements for the degree of

Doctor of Philosophy

in

Psychology

by

Tierra Starr Stimson

December 2009

Dissertation Committee:

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The Dissertation of Tierra Starr Stimson is approved:

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University of California, Riverside

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There are countless individuals that have contributed to my success that could be acknowledged, but some of them deserve special consideration. Foremost, I would like to thank my immediate family: my mom, Becky Voges-Henry, my dad, Samuel P. Carpenter Jr., my brother, Ryan Carpenter, and my two sisters, Courtney and Chelsea Carpenter. I would also like to thank my school mom, Faye Harmer and my school dad, Dan Ozer.

These people, collectively, have taught me the following lessons:

- 1) Take care of yourself in spirit, mind, and body.
- 2) Be kind to others, not because others will like you, but because you will like you.
- 3) Be honest; honesty may not get you ahead, but you sure can sleep better.
- 4) Take time to relax; there will always be more to do.
- 5) Stories can be written from data and life; play with data and life and you can write more stories.
- 6) Graduate school does build character(s). Find a good therapist if you need to discuss your building of character(s).
- 7) I am Fabulous- and yes, I meant to spell it that way!

ABSTRACT OF THE DISSERTATION

The Precursors and Outcomes of Goal Choice and Attainment

by

Tierra Starr Stimson

Doctor of Philosophy, Graduate Program in Psychology
University of California, Riverside, December 2009
Dr. Daniel J. Ozer, Chairperson

Getting good grades, making new friends, and losing weight have the potential to increase individuals' well-being, but what factors predict attainment of these outcomes and how does attaining them impact well-being? This study aimed to identify person and contextual factors that predict goal attainment and determine how goal attainment changes well-being. Personality traits, the accumulation of setbacks experienced in an academic year, and goal appraisals (e.g., importance, expected success) were used to predict goal attainment and goal attainment in domains relevant to students (e.g., academics, social relationships) were used to predict changes in well-being. Eighty-nine of 297 students completed questionnaires at the beginning and end of their freshman year of college. At the first assessment, students were asked to describe their personality traits (i.e., the Big Five) and their satisfaction with life. They were also asked to list ten personal goals and evaluate them on dimensions thought to impact goal attainment (e.g., goal importance). At the second assessment, students were asked to reevaluate their goals

on various dimensions, one of which assessed goal attainment. They were also asked about the setbacks they experienced over the academic year, using a new setback inventory, and their satisfaction with life. Multi-level models were used to predict goal attainment and correlational analyses were used for examining other associations. Results showed that goal attainment is predicted best by individuals' appraisals of their goals. Higher levels of commitment, motivation, positive emotion, self-efficacy, and perceived opportunity for success were associated with higher levels of goal attainment. Conscientiousness, neuroticism, and openness moderated some of these associations. Goal attainment levels were also related to experiencing setbacks. Experiencing academic or occupational setbacks predicted lower levels of goal attainment. This attainment of goals was important to students' well-being. Attaining goals in the academic or occupational, social relationship, and financial domains predicted increases in well-being. Discussion focuses on the importance of positive goal evaluations, the implications of experiencing setbacks in domains relative to one's role (e.g., academics for students), and how well-being is influenced by goal attainment.

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Introduction

Selecting and achieving goals has the potential to increase people's happiness. But what are the factors that lead to goal choice and attainment? What people choose to seek may be determined by person factors, such as personality traits and attaining goals may be determined by the person or their experiences such as physical or academic setbacks. These factors may also determine why people succeed at what they choose to do. The purpose of this study is to examine the person and background characteristics that are related to goal choice and goal attainment and how these may relate to changes in well-being.

It has been established that both the person and the environment are important in any model of human behavior (Baumeister, 1999; Funder, 2006; Roberts, 2007). Since goals are presumed to generate behavior, both the person and their environment are also important in understanding goal processes. More important to this study is that both the person and environment "impinge upon a person's goals and commitments," which then affect well-being (Emmons, 1991, p. 454). It is the connection among these factors, goals and well-being, which is of interest in the current study.

Goals are cognitive representations of what people want to attain, maintain, or avoid and have cognitive, affective, conative, and behavioral components (Little, 2007). For example, the student who wants "to get good grades" may *think* about getting good grades, may sometimes *feel* happy about getting good grades or upset about getting bad grades, deliberately *strive* to attain good grades, and *behave* in ways that will get them good grades, maintain the good grades they already have, or avoid bad grades. There are

several ways goals have been understood in research, each of which provide a unique view of the individual and the goal attainment process and have implications for individuals' well-being.

The purpose of this research is to understand the precursors and outcomes of goal choice and attainment and the relations among these components using the personal goal attainment model presented in Figure 1. The organization of this dissertation is based on this model. At the core of this model, are individuals' personal goals and the attainment of them, thus, personal goal constructs will be reviewed first. Then the social-ecological and self-concordance models that guided the formation of the personal goal attainment model will be reviewed. An account of findings related to each path of the goal attainment model will then be described.

This account of findings will begin by describing prior research that examined person factors (i.e., traits) and goal content and appraisals. A review of findings relating traits to goal attainment and well-being will follow. Afterwards, results from studies linking goal content and goal appraisals to well-being will be discussed. This review will finish by describing prior findings relating contextual factors (i.e., setbacks) to goals and well-being.

Personal Goal Constructs

Personal goal constructs include current concerns, personal strivings, life tasks, and personal projects (Little, 1999; 2007). The current concerns construct was developed out of the idea that motives (e.g., power, achievement, and intimacy) cannot predict what people spontaneously think about during their day, but that current concerns, which are

laden with affect, can do so (Klinger, Barta, & Maxeiner, 1980). They are defined as motivational states between goal inception and goal attainment. Personal strivings are individual tendencies to strive for affect laden incentives and have been related to motives (Emmons, 1991). They are defined as what a person is typically trying to do, avoid, and be and are enduring concerns centered around a theme (e.g., trying to please parents; Emmons, 1989) Personal projects are goals that are salient and noteworthy to individuals and vary and extend over a period of time (Little, 2007). They are usually associated with a group of actions that lead to a desired end state or a means to the end state and occur in a specific ecological and social context (e.g. physical, social, cultural, or historical environment and individual or collective environment). Life tasks are defined as "Problems on which people work in their daily lives" (Cantor, 1994, p. 236).

All four of these constructs (current concerns, personal strivings, life tasks, and personal projects) can be measured in a similar manner and when compared, have similar psychometric properties (Ozer & Hershey, 2000). Therefore, a similar goal measure is used in the current study and findings from research related to each of the constructs are relevant to the current study. Goals are important to the way people think, are related to motivational states leading to goal attainment, associated with well-being and may change depending on the individual, their environment, and their current life stage (e.g., getting married, starting college).

Freshman college students are of particular interest in this study because they are at a transition stage. Transitions, stimulated by changes in context and identity, may lead to changes in goal choice, and so impact adjustment (Cantor, 1990). College students are

regularly making decisions in multiple life domains that may have an impact on their goal success and well-being. Many students have left their parental home for the first time and have independence goals of becoming more assertive, are working on organizing their time between academics and work, or wanting to be involved in activities that reduce the stress in their lives and increase their positive affect, such as relaxing more by going out with friends or traveling. The current study is motivated by the desire to understand the goal attainment process; this includes identifying the individual and environmental characteristics that contribute to goal pursuit and goal attainment, and how they relate to well-being. Two models, the social ecological model and the self-concordance model, are important to understanding these processes.

The Social Ecological Model

Research stemming from the social ecological model has focused on predictors and outcomes of goal appraisals, not the predictors and outcomes of goal attainment. The original social ecological model, stemming from work on personal projects, proposed that person (e.g., traits and competencies) and contextual features (e.g., social, physical, and economic) contribute to individuals' well-being and competency (Little, 2007). It also proposed that these outcomes are influenced by content, structure, dynamics, and impact of personal projects. This model was later revised to recognize that person and contextual features do change and thus it is important to use longitudinal studies when examining goal features (e.g., goal content and appraisals).

The revised social ecological model recognizes that both person and contextual factors in individuals' lives have a direct influence on goal content, goal appraisals, and

important outcomes (e.g., well-being). It also recognizes that person and contextual factors have an indirect impact on outcomes via personal project content and appraisals.

This theory predicts that person features, such as traits predict goal content and cognitive and affective goal appraisals. Research supports this theory, finding that all Big Five traits are related to goal appraisals, but differ depending on the trait and context of the goal (Little, Lecci, & Watkinson, 2002). Little, Lecci, and Watkinson (2002) found that conscientiousness was related to appraising academic goals as important, but extraversion was not and that extraversion was related to appraising interpersonal goals as important, but openness was not.

Personal goals theory also predicts that traits are related to outcomes such as well-being, which is also supported by research. Many studies, for example, have shown that extraversion is related to higher positive affect and lower negative affect and neuroticism is related to lower positive affect and higher negative affect (for a review, see Diener & Lucas, 1999). Additionally, this theory suggests that contextual features, such as life events are related to goals and outcomes such as well-being. Although the association between some contextual features (e.g., marital status) and well-being have been examined, little research has examined the association between multiple contextual features and personal goals.

Personal goal researchers believe that goals and context are interdependent. For example, people have academic goals, because of their role as students; individuals' goals are pursued in the social ecology they are currently in (i.e., being a student is associated with having academic goals). The current study will examine both personal goals and

environment characteristics, such as academic setbacks (e.g., being placed on academic probation), in relation to goal attainment.

Another association that this theory claims exists is that between goals and well-being. Very few studies have examined this relation. Those that have, found that goal content (e.g., growth, intimacy, and community) predicted goal attainment (e.g., Sheldon & Elliot, 1998), and this progress towards goals predicted well-being (e.g., Ruchman & Wolchick, 1988; Sheldon & Houser-Marko, 2001). The current study examines all associations within this model, many of which have had little research attention. It also extends this model by examining goal attainment, which this model does not explicitly address.

The Self-Concordance Model

Another model that has been constructive in understanding relation among personal goals and well-being is the self-concordance model that was developed from self-determination theory (Deci & Ryan, 2002; Sheldon & Elliot, 1999). This model proposes that choosing self-concordant goals (i.e., goals that satisfy individuals' basic needs of autonomy, relatedness, and competence) is related to increases in well-being (Sheldon & Elliot, 1998, 1999; Sheldon & Kasser, 1995, 1998).

Self-concordant goals are those that are intrinsic, including concerns about growth, intimacy, and community and non self-concordant goals are those that are extrinsic, including concerns about money, fame, and appearance. Having self-concordant goals not only leads to well being, but also leads to goal attainment (Elliot & Sheldon, 1997; Elliot, Sheldon, & Church, 1997; Sheldon & Kasser, 1998). Tests of this model found

that having self-concordant goals leads to sustained effort (within an academic semester) in goal pursuit, which then leads to goal attainment (within an academic semester) thus increasing well-being (Sheldon & Elliot, 1998). Studies have also shown that the interaction between goal self-concordance and goal attainment is related to changes in well-being, such that higher self-concordance is related to increases in well-being (Sheldon & Elliot, 1999).

The social ecological model gives weight to the precursors of goal choice and appraisals (i.e., personal and contextual characteristics) that then lead to well-being, but does not explicitly address goal attainment. The self-concordance model gives weight to the goal attainment process that then leads to well-being, but does not explicitly address the precursors to goal content and appraisals. Thus, the current study will combine aspects of both the social ecological model and the self-concordance model to broaden understanding of the precursors that lead to goal features and goal attainment, which then lead to changes in well-being.

The Personal Goal Attainment Model

The current study proposes a heuristic model (see Figure 1) that combines aspects of the self-concordance model and the revised social-ecological model to examine individuals' personal goals. Each link in this model that is examined in this study is labeled in Figure 1. Like the social-ecological model, this study proposes that person and contextual factors influence goal features (i.e., goal content and appraisals) which influence well-being. The current research also examines contextual characteristics that can be a part of individuals' present ecology (e.g., college) or past circumstances (e.g.,

setbacks) and can be both objective (e.g., being a college student) or subjective (e.g., environmental opportunities for success).

The current model also recognizes, as does the self-concordance model, the link between goal attainment and well-being. Therefore, this study proposes that person and contextual factors are related to goal features, goal attainment, and well-being. It also proposes that both goal features and attainment partially mediate the effect of person and contextual factors on well-being. This model will be used as a heuristic, rather than a literal model, to guide a set of analyses that tests the relations between person and contextual factors, goal content and appraisals, goal attainment, and well-being. Research examining the ten associations depicted in Figure 1 will now be reviewed.

Personality Traits, Goal Content, and Goal Appraisals

Extraverts are more talkative, energetic, and sociable than introverts, but do they choose to be involved in activities that will allow them to express this more often? For example, do those higher in extraversion choose to have more social relationship goals such as “make new friends,” “find a romantic partner,” or “improve relationships with my family?” It has been found that traits, such as extraversion, are related to personal goal features such as goal content and goal appraisals (Little, Lecci, & Watkinson, 1992).

Extraversion is more correlated with appraisals in social relationship domains than any other of the Big Five traits (Little, Lecci, & Watkinson, 1992). Those higher in extraversion also appraise their interpersonal goals in more ‘positive’ ways, such as viewing them as more meaningful and structured, than those lower in extraversion. Those higher in neuroticism, however, view goals as more problematic than those lower

in neuroticism, including feeling low enjoyment of and a lack of control and a deficient amount of time in attaining them (Little, Lecci, & Watkinson, 1992). Unlike extraversion, which is highly associated with interpersonal goal appraisals, neuroticism is highly associated with both the academic and interpersonal goal appraisals, suggesting that relations between goal appraisals and traits vary across domains (e.g., academics, social relationships).

Like extraversion, higher agreeableness is associated with positive evaluations in both academic and interpersonal domains, but correlations tend to be smaller (Little, Lecci, & Watkinson, 1992). In the same study (Little, Lecci, & Watkinson, 1992), openness had the fewest correlations within both domains, yet it was related to evaluations that other traits were not such as value congruency in the interpersonal domain. Unlike openness, conscientiousness was related to the most appraisals and these relations tended to exist in both academic and interpersonal domains. The current study also examines these relations, but does this in several content areas that have not been researched and published on before (e.g., health, religious or moral).

Personality Traits and Important Outcomes

Findings from studies outside the personal goal literature may be important in predicting relations between traits and goal attainment in multiple domains. To achieve a goal (i.e., a desired outcome), an individual must behave in ways that will increase the likelihood of achieving the desired outcome. For example, a person that wants to "lose weight," must behave in ways that will increase the likelihood of losing weight, such as exercising more or eating less. All outcomes are a result of a behavior or a set of

behaviors, whether the outcome is desired (i.e., a goal) or not. A person that loses weight, even if it is not their goal to lose weight, had to have behaved in ways that would increase their weight loss, such as exercising more or eating less.

Much research has found that important outcomes, such as health are associated with traits, such as conscientiousness (Bogg & Roberts, 2004). In this study, it is also expected that traits will be associated with important outcomes, such as health, due to the similar behaviors that one must carry out to achieve the same outcome. Specifically, it is expected that traits' associations with goal attainment outcomes will parallel traits' associations with outcomes not necessarily directed by goals. For example, those higher in conscientiousness tend to have higher salaries than those lower in conscientiousness (Judge, Higgins, Thoreson, & Barrick, 1999; Seibert & Kraimer, 2001). A parallel relationship may exist with personal goals, such that those higher in conscientiousness may tend to attain their financial goals more than those lower in conscientiousness. Other parallel relations may also exist among traits and other outcomes.

A meta-analysis examined the relations, at three academic levels (primary, secondary, and tertiary), among the Five-Factor Model dimensions and academic achievement (Poropat, 2009). Academic achievement correlated significantly with agreeableness, conscientiousness, and openness. When considering only post-secondary academic performance, however, only conscientiousness predicted academic achievement at a significant level. A meta-analysis, using only post-secondary students, also found that conscientiousness was a strong predictor of academic achievement (O'Connor & Paunonen, 2007) and it predicted academic achievement even when reports

of conscientiousness were given by peers (Wagerman & Funder, 2007). Some traits such as openness to experience predict academic outcomes, but relations depend on the type of academic outcome examined (O'Connor & Paunonen, 2007; Nettle & Robins, 2007). These results suggest that achieving goals in the academic domain should be related to the Big Five traits, but most strongly with conscientiousness. Achieving the goal "getting good grades," for example, should be strongly related to conscientiousness. One study did find that perceived progress on academic goals, such as "getting good grades," was related to personality traits and most strongly to conscientiousness (Little et al., 1992).

How personality traits relate to social relationships has also been a topic of great interest to researchers. Much of the literature examining personality traits in relation to social relationship outcomes is based on young children or adult, non-college student, relationships. Even so, it is expected that social relationship outcomes on this current study's college sample may resemble that of other age groups. Extraversion, agreeableness, and neuroticism have been the best predictors of positive relationship processes and outcomes and neuroticism the best predictor of negative relationship processes and outcomes (for a review, see Ozer & Benet-Martínez, 2006). For example, a combination of higher extraversion and agreeableness, and higher emotional stability are linked to higher socioemotional competence (Sjöberg, 2001; van der Zee, Thijs, & Schakel, 2002; Vollrath, Krahe, & Hampson, 2004), which is a good predictor of the length and quality of relationships (Bost, Vaughn, Washington, Cielinski, & Bradbard, 1998). The results of these studies suggest that traits should also be related to social

relationship goal outcomes. One study did find that perceived goal progress was related to traits (Little et al., 1992).

How the Big Five personality traits relate to physical health outcomes has also been widely studied. One model suggests that personality factors and the social environment predict health-related behaviors, which in turn predict health outcomes (Adler & Matthews, 1994). Conscientiousness has been associated with mortality, such that those higher in conscientiousness tend to live longer than those lower in conscientiousness (Kern & Friedman, 2008; Bogg & Roberts, 2004). Various unhealthy habits and behaviors including smoking, improper diet, and lack of exercise have also been negatively correlated to conscientiousness (Roberts & Bogg, 2004; Hampson, Andrews, Barckley, Lichtenstein, & Lee, 2000). Another study found that hostility, which is a facet of agreeableness, related to physical health (Miller, Smith, Turner, Guijarro, & Hallet, 1996). Although these studies did not examine personal health goals, personality traits such as conscientiousness and agreeableness may be related to personal health goal appraisals and attainment of them, due to the similar behaviors that may be necessary to achieve these outcomes.

Personality Traits and Well-Being

In addition to being associated with important outcomes such as job performance and mortality, personality traits are associated with individuals' well-being. An abundance of studies have examined personality components of the Big Five traits (e.g., dominance; see Ozer & Benet-Martínez for a review) and cognitive and affective

components of well-being (e.g., positive and negative affect, satisfaction with life), using multiple types of personality and well-being measures.

A meta-analysis, using 137 personality constructs, found that neuroticism was the strongest predictor of well-being ($r = -.22$), specifically with negative affect, satisfaction with life, and happiness (DeNeve & Cooper, 1998). In the same study, both extraversion and agreeableness correlated .17 with well-being and were the strongest predictors of positive affect and conscientiousness and openness to experience were correlated .21, and .11, respectively, with well-being.

Another meta-analysis, derived from 347 samples, and 2,142 correlation coefficients, found that personality traits were related to satisfaction, happiness, affect, and quality of life (Steel, Schmidt, & Shultz, 2008). Personality accounted for 39% to 63% of variance in well-being, which was broadly defined. That personality traits are associated with well-being is clear, but what is unclear is how traits are involved in the personal goal attainment process, which predicts well-being.

Goal Content, Goal Appraisals and Well-Being

Personal goals have been related to various components of subjective well-being. Some of these components include positive and negative affect and life satisfaction. The link between goals and well-being is important because it “plays a role in determining one’s commitment to goals; it energizes goal-directed behavior; and it serves as feedback informing a person of the status of their goals” (Emmons, 1996, p. 113).

In one study (Emmons, 1989), how much individuals valued their goals and fulfilled their goals in the past was predictive of positive affect. Appraising goals was

also related to negative affect; goal conflict (i.e., when one goal interfered with other goals) and goal ambivalence predicted negative affect. In addition, higher life satisfaction was associated with less goal conflict. Higher life satisfaction was also associated with appraising goals as more important and expecting more success at achieving goals. These studies do show that goal appraisals are associated with well-being, but they do not specify how these relations may depend on the content of goals (e.g., academic or social).

The social relationship domain is one area that has been of interest to personal goal researchers. In a university student sample, having family-related projects predicted positive psychological outcomes, such as higher self-esteem and lower psychological distress (Salmela-Aro & Nurmi, 1997). For another young adult sample, wanting to establish intimate relationships related to higher experience in positive well-being (Emmons, 1991). These results suggest that the current study should also find associations between social relationship goal appraisals and well-being.

The academic and financial domains have also had some attention. For example, Emmons (1991) found that achievement strivings, such as academic strivings, predicted the relation between positive affect and achievement events that were coded as positive events. Other researchers have found that pursuing and achieving financial goals is related to lower well-being (Nickerson, Schwarz, Diener, & Kahneman, 2003; Stutzer, 2004). Higher importance of being very well off financially was associated with lower satisfaction with family life, satisfaction with friendships, and job satisfaction (Nickerson, Schwarz, Diener, & Kahneman, 2003) and bigger differences between individuals'

evaluations of finances (i.e., desired income level) and their attainment of them were associated with lower life satisfaction (Stutzer, 2004).

Other domains have had little attention therefore this study extends past findings by examining goal characteristics in multiple domains. Specifically, this study examines the link between personal goals, in eight domains (e.g., academic, social relationship) and their relation to life satisfaction.

Life Events, Goals, and Well-Being

College students are often faced with setbacks that impede goal attainment. These may occur in various contexts including academics (e.g., failing a course), social relationships (e.g., losing a friend), and health (e.g., experiencing an injury); and experiencing such events may affect well-being. The revised social ecological model (Little, 2007) and the self-concordance model (Sheldon & Elliot, 1999) both posit that contextual features are predictive of individuals' well-being; but neither theory identifies specific life events that might reduce well-being by undermining goal attainment. The purpose of this research is to identify such processes.

The few studies that have examined associations between life events and personal goals found that life events were related to goal content. Relational loss or disruption (e.g., parental loss due to separation, divorce, or death) was related to choosing avoidance relative to approach goals and experiencing negative life events was associated with having fewer family-related projects later in life (Salmela-Aro & Nurmi, 1997). Other personal goal domains (e.g., finances, health) have not been examined. Therefore, this

study examines associations among life events and personal goal features (i.e., goal content and appraisals) in multiple domains.

Regarding the relation between life events and well-being, there have been findings in multiple domains. Events in social relationships (Lucas, Clark, Georgellis, & Diener, 2003), finances (Smith, Langa, Kabeto, & Ubel, 2005), and physical health (Lucas, 2007b) have been shown to relate to changes in well-being. A 15 year longitudinal study found that after marriage there are long term changes in life satisfaction (Lucas et al., 2003). Some individuals react negatively to marriage contributing to decreases in well-being or no change whereas others react positively to marriage contributing to increases in well-being. Two other longitudinal studies found that having a long-term disability is related to decreases in well-being (Lucas, 2007b). Another study found that wealth moderated this relationship, such that those with less wealth had larger decreases in well-being than those with more wealth (Smith et al., 2005).

These findings are based on single major life events (e.g., divorce), yet people often experience multiple setbacks over time (e.g., divorce and financial difficulty) and some experiences could be more minor such as missing an appointment. In addition, few studies are longitudinal, which may lead to inaccurate estimates of effects because pre-event levels of well-being are unknown. Another methodological concern relates to researchers recruiting individuals whom have already experienced setbacks. This may result in participants over- or underreporting their well-being (Lucas, 2007a). This study addresses these methodological concerns by examining the accumulation of setbacks

individuals experience over a 25 week period to predict goal choices and changes in well-being.

Other findings from research suggest that only recent events influence well-being. A longitudinal study examined the time in which events occurred in a two year period in relation to well-being and found that only life events that occurred within the previous three months of assessing well-being, influenced well-being (Suh, Diener, & Fujita, 1996).

Instead of focusing on the impact that major life events have on well-being, some researchers examine the impact of daily events on well-being, using experience sampling methodology. This methodology has people record their daily experiences and their feelings at specified times in the day. In a study, using multi-level modeling, stressful events were shown to increase negative affect and decrease positive affect (van Eck, Nicolson, & Berkhof, 1998). Higher perceived stress was also related to a higher frequency of reported stressful events. This association between daily events and well-being has been implicated in outcomes in important domains such as health (e.g., Jamner, Shapiro, Goldstein, & Hug, 1991; Stone, Neale, Cox, Napoli, Valdimarsdottir, & Kennedy-Moore, 1994). Some of these daily diary studies have shown that well-being is lower on days with many stressful events (Affleck, Tennen, Urrows, & Higgins, 1994; Bolger, DeLongis, Kessler, & Schilling, 1989; Clark & Watson, 1988).

The current study will also look at relations between well-being and events (i.e., setbacks) that occur within a short period of time, some of which may be mundane (e.g., “missing an important appointment”) and some of which may be major (e.g., “death of a

family member"). This study examines the association between setbacks and changes in well-being (i.e., satisfaction with life) in an important transition period in students' lives (i.e., freshman year in college).

The Present Research

Both person and contextual factors are related to goal choice and attainment and there is a link between these factors and well-being. Most research has focused on the person factors related to goal choice and attainment rather than contextual factors. This study will extend past research by conducting a more thorough examination of person and contextual factors relating to goal features and goal attainment as well as examine the associations between these factors and well-being.

First, this dissertation aims to answer how traits are related to setbacks students experience. For example, does extraversion relate to experiencing social relationship setbacks? It also aims to replicate past research by examining how traits and goal appraisals are associated. In addition, this study aims to explore whether or not experiencing setbacks predicts changes in students' goal appraisals from the beginning to the end of their freshman year. Another major aim of this study is to find out what factors predict goal attainment. This study specifically examines how traits, setbacks, and goal appraisals relate to goal attainment. Finally, this study aims at finding the predictors of changes in well-being in the goal attainment process, including traits, setbacks, goal features, and goal attainment. Unlike past goal research, this study examines these relations in multiple domains.

Method

Design Overview

Participants filled out questionnaires describing their personal characteristics, experiences, goals, and well-being. Freshman students' personality traits, goals, and satisfaction with life were assessed within the first five weeks of their first quarter in college and students' goals, goal setbacks, and satisfaction with life were measured in the last seven weeks of their third quarter in college.

Participants

Questionnaires were administered to 297 students from the psychology department subject pool at a southern California public university at the beginning of their freshman year (see Appendix A). Eighty-nine students from the initial sample completed a second assessment after a 25 week period and thus constituted the sample used in the analyses (see Appendix B). This sample comprised 70 females and 19 males whose age ranged from 17 to 22, with a mean of 18.02. These included 34.83% Asian or Asian American, 30.34% Latino, 14.61% African American, 8.99% European American, and 11.24% other.

Participant Compensation

At the first assessment, students received two hours of research participation credit, fulfilling a portion of the requirements for all students enrolled in the course. In the Fall quarter debriefing statement, students were asked if they would be willing to be contacted about participating in a follow-up study that would occur in the Spring quarter. Only participants that agreed to be contacted at the Time 1 (T1) assessment were asked to

participate in the Time 2 (T2) assessment. Of the 276 that agreed to be contacted, 89 of them completed the T2 assessment.

Two different forms of compensation were given after the completion of the T2 assessment. If a student was in an introductory psychology course, they could choose to receive two hours of research participation credit or 15 dollars after the completion of the study. They were alerted to this choice when they were contacted about the T2 assessment by phone and email. Students that were not in an introductory psychology course at the second assessment received 15 dollars after completing the study. Twelve of the 89 students chose to receive research participation credit.

Procedures

At both two-hour assessments, graduate students and trained undergraduate research assistants either met with participants individually or in a group of up to six students at a time. Following the establishment of their informed consent, participants were given the remainder of the questionnaire packet, which included instructions for its completion. A graduate student or undergraduate research assistant remained in the room to answer any questions that the participants had.

Measures

Goal assessment. During the first assessment, students were asked to “list ten goals and related behaviors” that are “currently important to you that you can attain within this year.” Then, they rated each of their goals, on a four point scale, on seven dimensions. For example, they were asked “Compared to accomplishing your other goals, how important is it to accomplish this goal” and reported whether it was “Extremely

important,” Very important,” “Moderately important,” or “Not very important.” These responses were coded 4, 3, 2, and 1, respectively. The name and definitions of each rating are in Table 1.

In the second assessment, participants were provided with a copy of the goals they reported during the first assessment and were asked to reevaluate each of their goals, on a four point scale on five dimensions. The name and definitions of each rating are in Table 2. One of these questions asked them “How successful have you been in attaining this goal?” The response options included “Very successful,” “Somewhat Successful,” “Slightly successful,” and “Not at all successful, which were coded as 4, 3, 2, and 1, respectively.

Coding goal content. A goal taxonomy for college students (Kaiser & Ozer, 1997) was used by research assistants as a basis for goal coding. The taxonomy consists of eight major content domains, which have additional subcategories (see Appendix C). Each goal ($N = 890$) was content-coded into one of eight categories when at least two of three research assistants agreed. A fourth assistant’s code was used when this agreement criteria was not met. If there was still not agreement, the author and her research assistants discussed the goal until a consensus was reached. At least two of three research assistants agreed 95.51% of the time. Of the 4.49% that were not agreed upon, two of four research assistants agreed 2.92% of the time. The remaining 1.58% of goals were coded into categories after group consensus was reached.

To analyze goal content, a variable was created to assess the presence or absence of goals, for each participant, in each domain. For example a student with three academic,

four social relationship, one financial, one health, and one affect control goal would be coded with a 1 for the academic, social relationship, financial, health, and affect control domains, but a 0 for organizational, independence, and religious or moral goal domains.

Personality trait assessment. At the first assessment, Extraversion, agreeableness, conscientiousness, neuroticism, and openness/intellect were measured using the 44 item Big Five Inventory (John, Donahue, & Kentle, 1991). Researchers (John, Donahue, & Kentle, 1991) reported that the BFI-scale reliabilities for extraversion, agreeableness, conscientiousness, neuroticism, and openness/intellect are .83, .81, .88, .86, and .83, respectively.

Setbacks questionnaire. A list of 21 setbacks was generated by a brainstorming session with the researcher and her research assistants. At the second assessment, participants were asked to check any setbacks that were experienced within the 2007-2008 academic year. A tabular list of items is included in the results section. Academic setbacks were “Failed a course,” “Did poorly in a course assignment/exam,” “Placed on academic probation,” “realized by career goal is unrealistic.” Social relationship setbacks were “Death of a friend,” “Death of a family member,” “Ended a romantic relationship,” “Experienced significant family discord,” “Experienced peer disapproval/loss of respect of peer(s),” “Lost a friend (not from death),” and “Denied membership/participation in school or community group/organization.” Financial setbacks included experiencing “Lost or damaged property,” “Lost financial support,” and “Financial difficulty.” Health setbacks included experiencing a “Physical injury” and “Experienced excessive weight gain.” Organizational setbacks included “Missed an important appointment” and “Failed

to complete a task.” One setback that may have an impact on affect control goals was “Weekend/vacation plans fell through.” Moral or religious setbacks included “Failed to maintain my values” and “Failed to maintain a religious commitment.”

Composite measures were formed by grouping setbacks into specific domains (e.g., academics, health) based on their content. For example, “Placed on academic probation” was categorized as an academic or occupational setback and “Failed to complete a task” was categorized as an organizational setback. The responses to each setback item, the total number of setbacks, and composite measures are used in analyses.

Satisfaction with Life Questionnaire. Satisfaction with life was measured at both assessments using a 5 item, 7 point Likert, Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985). This scale has a coefficient alpha of .87 and retest correlation coefficient of .82 over a two-month test-retest (Diener, Emmons, Larsen, & Griffin, 1985). Example items include “In most ways my life is close to my ideal” and “The conditions of my life are excellent.” Responses to the five items were combined and averaged for analyses. Higher scores indicate higher life satisfaction.

Results

Overview

The objective of this study is to examine how person and environment characteristics predict goal features and goal attainment and how these factors relate to individuals' well-being (see Figure 1). Reliabilities of the measures and descriptive statistics (means, standard deviations, and intercorrelations) for the study variables are reported first. After the descriptive statistics, comparisons between those who did and did not participate at time 2 are presented. Due to the number of participants that dropped out from time 1 to time 2 ($N = 208$), only those that participated at both assessments are used in analyses ($N = 89$).

To assess how person and environment characteristics are related, within a goal attainment framework, correlations among traits and setbacks are reported. Then, to understand how traits and setbacks relate to the goal choice process, goal features (i.e., goal content and appraisals) are predicted from traits and changes in goal appraisals are predicted from setbacks. Multi-level models are then estimated to examine predictors of goal attainment. The predictors tested in level 1 are goal content (e.g., academic, social relationships) and goal appraisals (e.g., importance, expected success) and in level 2 are traits and the number of setbacks students experienced over the academic year. Finally, changes in well-being are predicted from components of the goal attainment process (i.e., traits, setbacks, goal content, goal appraisals, and goal attainment). These analyses are conducted to understand the personal goal attainment process.

Study Measures: Descriptive Statistics and Reliabilities

Traits. Coefficient alphas for and correlations among traits are in Table 3. For the most part, the psychometric properties of the scale are similar to those described by John, Donahue, and Kentle (1991). The exceptions to this are that the reliabilities for the trait conscientiousness and openness were lower in the current study. Correlations among traits also resembled reports from samples describe by John Donahue, and Kentle (see Table 3). Extraversion, agreeableness, conscientiousness, and openness were positively related to each other and negatively related to neuroticism.

Setbacks. The coefficient alpha for all setbacks was .52. The alpha coefficients for specific domains range from .13 to .52 (see Table 4); the alpha coefficient for the affect control setback domain could not be calculated because there was only one affect control item. Note that the use of an alpha coefficient is not a good estimate of reliability when calculated using emergent (rather than latent) variables (Bollen & Lennox, 1991). Correlations among setback domains are in Table 4. Experiencing academic setbacks was associated with experiencing organizational, affect control and religious or moral setbacks and experiencing health setbacks was associated with experiencing social relationship and financial setbacks.

Some of the most frequent setbacks students reported were academic in nature (see Table 5). Most students (88.76%) reported doing poorly on a course assignment or exam. Fewer reported failing a course (37.80%) or being placed on academic probation (30.34%).

Goal content. Most students had academic or occupational and social relationship goals. Students reported having the fewest number of goals in the organizational,

religious or moral, and independence domain. Table 6 lists the percentage of students that reported having goals in each content domain.

Goal appraisals. Goal evaluations may be stable or change over time based on the person and their environment and this may occur at the sample or individual level. Cross-time differences, between goal appraisals assessed at the beginning and end of students' freshman year, were calculated using Cohen's *d*. Significant differences indicate that goal evaluations change for the entire sample from the beginning to the end of their freshman year of college. Pearson correlations between variables were calculated to test whether individuals evaluated their goals the same between the beginning and end of their freshman year, relative to all others (see Table 7).

There was only one small cross-time difference; the sample reported lower success at their goals than they expected. There were strong cross-time correlations for all goal appraisals; individuals tended to evaluate their goals the same over time, relative to others. These correlations were similar in direction, but smaller in size than another study (Kaiser, 1996) using goal evaluations.

Means and standard deviations of goal appraisals are reported in Table 8. The most important goals were academic or occupational and the least important goals were increasing positive affect and decreasing negative affect. Students expected to spend the most amount of time working on academic goals and the least amount of time on financial goals. Students also expected that pursuing their academic goals would cause the most stress or anxiety and social relationship goals the least amount of stress or anxiety.

Correlations among goal appraisals were calculated within and between persons. Each person has ten values for each goal appraisal (e.g., enjoyment, stress). For one individual, the ten values for one appraisal (e.g., enjoyment) were correlated with the ten values for another appraisal (e.g., stress), making it a within-person correlation. This resulted in 89 within-person correlations for each goal appraisal pair (e.g., enjoyment correlated with stress). The average within-person correlation was calculated for each goal appraisal and is reported in Table 9. The ten values for one goal appraisal can also be averaged for each person and all persons' means for one appraisal (e.g., enjoyment) can be correlated with all persons' means for another appraisal (e.g., stress), making it a between-person correlation. This resulted in one between-person correlation for each goal appraisal pair and is also reported in Table 9. Results varied depending on the appraisals examined and the differences between the average within and between person correlations are in Table 10.

The largest differences were for the following correlations: enjoyment and environmental opportunities, expected stress and environmental opportunities, importance and want versus ought, expected success and enjoyment, and expected stress and time student planned to spend on their goals. For example, there was a stronger relation between want versus ought and goal importance within individuals ($r = .36$) than between persons ($r = .11$); the more individuals wanted to attain their goals for personal reasons, rather than feelings of obligation, the more important they thought their goals were. There was a stronger relation between expected enjoyment of pursuing goals and belief that the environment would provide an opportunity to attain goals between people

($r = .48$) than within people ($r = .10$); the more people tended to believe their environment would afford them the opportunity to attain their goals, the more people tended to think that they would enjoy pursuing them. Among people, perceived environment affordances related to goal enjoyment, but among individuals, perceived environment affordances did not relate to goal enjoyment.

Goal attainment. Means and standard deviations of goal attainment among all goals and by content domain are in Table 11. The mean goal attainment for the sample was 2.65 on a scale of 1 to 4. Goal attainment was highest for social relationship and religious or moral goals and lowest for organizational and affect control goals.

Satisfaction with life. The reliability estimates for SWL at Time 1 and at Time 2 were .82. There was not a significant difference between levels of SWL at Time 1 ($M = 4.68$, $SD = 1.15$) and Time 2 ($M = 4.68$, $SD = 1.18$), but there was a significant cross-time correlation. Students' satisfaction with life at the beginning and end of their freshman year was strongly related, such that reports of higher satisfaction with life at Time 1 were associated with higher reports of satisfaction with life at Time 2, $r(89) = .48$, $p < .001$.

Comparison of Longitudinal Participants and Study Dropouts

Participants that were in both assessments were compared to those that were only in the first assessment. There were a higher percent of women than men in the drop out group (61.58% females versus 38.42% males) and the study group (78.65% females versus 21.35% males; see Table 12). Both groups had an approximate mean age of 18. Although the age range of the group that dropped out was larger, with the youngest participant being 17 and the oldest participant being 26, there was not a significant

difference in mean age between the two groups. Their ethnic make-up did not differ significantly from those that remained in the study, $\chi^2 (4, N = 292) = 7.24, p = .12$); in the group that dropped out 50.75% were Asian or Asian Americans, 10.95% were European Americans, 27.36% were Latinos 5.47% were African Americans, and 5.47% were categorized as other (see Table 12).

Differences between the number of goals that the dropout group and longitudinal group had are in Table 6. There were no differences in the percent of people reporting academic or occupational and social relationship goals between the study sample and the dropout group. The largest differences in reported goals were for the health, moral or religious, and financial goal domains. Ten percent fewer participants in the drop out group compared to the study sample reported having health goals (i.e., 77% of the drop out group had health goals and 87% of the study sample had health goals), 8% fewer reported having religious or moral goals, and 6% more reported having financial goals. Participants in the dropout group also reported 3% less independence and organizational goals and 1% less affect control goals. Goal appraisals did not differ significantly between the study group and the dropout group (see Table 13), except the study group reported higher stress ($d = .21$) in the pursuit of their goals than the group that dropped out. Levels of other variables, which are reported in Table 13, were not significantly different between the study group and the dropout group.

Correlations Among Traits and Setbacks

The first part of the model proposes that traits and setbacks are related; to test this, Pearson correlations between traits and setbacks were calculated. Traits were not related

to the total number of setbacks students experienced (see the first row in Table 14). They were, however, related to the number of domain specific setbacks (e.g., academic or occupational) and individual setbacks (e.g., failing a course) students experienced (see Table 14).

Agreeableness, conscientiousness, and neuroticism were associated with the number of academic setbacks students experienced. Being placed on academic probation was associated with higher agreeableness and lower neuroticism. Neuroticism was also negatively associated with failing a course. Lower conscientiousness was related to having unrealistic career goals.

Other domain specific and individual setbacks were also related to traits. The majority of other domain specific setbacks were related to neuroticism. Higher neuroticism was associated with fewer financial setbacks, particularly with reports of property being lost or damaged. Higher neuroticism was also associated with more reports of affect control (e.g., vacation plans falling through) and moral or religious setbacks (i.e., failing to maintain religious commitments). Other correlations were smaller and less notable.

Correlations Among Traits and Satisfaction with Life.

The last part of the model proposes that traits and satisfaction are related; to test this, Pearson correlations between traits and satisfaction with life were calculated. Traits were not related to students' satisfaction with life at Time 1 or Time 2 (see Table 15).

Predicting Goal Content and Appraisals from Traits.

Do traits relate to the goals people choose and the way they think about them? In this study, traits did not relate highly to goal choice (see Table 16). The presence or absence of academic and social relationships goals could not be predicted because almost all subjects report having them. Conscientiousness was the only trait related to choosing a certain type of goal; specifically those higher in conscientiousness chose to have affect control goals, such as “reduce stress,” more than those lower in conscientiousness.

All traits were, however, related to goal appraisals; these relations differed depending on the goal domain (see Table 17). Over all goals, the most numerous significant correlations were found among traits and the enjoyment of goal pursuit. Higher extraversion, agreeableness, and openness were significantly associated with more enjoyment in pursuing goals and higher neuroticism was significantly related to less enjoyment in pursuing goals. Traits were also associated with expected stress at and success in pursuing goals.

Academic or occupational goals. Agreeableness, conscientiousness, and neuroticism were significantly related to academic or occupational goal appraisals. Those higher in agreeableness reported higher expectations in attaining, more enjoyment of, more anticipated time spent at, and more opportunities to attain their academic or occupational goals. Those higher in conscientiousness reported higher expectations in attaining and more enjoyment of their academic or occupational goals. They also expressed that they were pursuing these goals for personal reasons rather than feeling

obligated to attain them. Finally, being higher in neuroticism was related to reporting less expected success, less enjoyment of, and more stress in attaining these goals.

Social relationship goals. Extraversion was the trait most associated with appraisals in the social relationship domain. Higher extraversion was associated with a higher desire to attain these goals for personal reasons rather than feelings of obligation. Those higher in extraversion also tended to have higher expectations of attaining and enjoying the pursuit of these goals. They also planned to spend more time on their social relationship goals than those lower in extraversion.

Financial goals. There were numerous relations among traits and goal appraisals in the financial domain. Extraversion was related to wanting financial goals and agreeableness was related to expecting not only to succeed at financial goals, but also perceiving opportunities to do so. Conscientiousness was related to expecting to enjoy pursuing financial goals and openness was related to expecting to enjoy pursuing them and having the environmental opportunities to succeed at them. Neuroticism was negatively related to financial goal appraisals. Those higher in neuroticism expected lower enjoyment of and less opportunity for attaining financial goals.

Affect control goals. Both conscientiousness and neuroticism were related to appraisals of affect control goals. Higher conscientiousness was related to feeling obligated to have affect control goals and perceiving the environment as providing less opportunities to succeed at them. Higher neuroticism was related to expecting less success, less enjoyment, and more stress attaining affect control goals. Traits were not as

highly related to appraisals and correlations were less numerous in the health, organizational, independence, and moral or religious domain.

Summary of results. Neuroticism was the trait with the most numerous correlations with appraisals, followed by agreeableness, conscientiousness, and extraversion. Openness had the fewest significant correlations. Traits were most highly correlated with the enjoyment, stress, and expected success of goals. The domain with the most correlates was the academic or occupational domain.

Predicting Changes in Goal Appraisals from Setbacks.

Setbacks were examined in relation to goal appraisals to determine whether experiencing setbacks changes the way people think about their goals. Ordinary least squares regression analyses were used to predict changes in goal appraisals from setbacks. The dependent variable was the goal appraisal score at Time 2 and the independent variable was the number of setbacks students' experienced. The goal appraisal score at Time 1 was used as a covariate. Models were estimated for each goal appraisal (e.g., time spent, environmental opportunity) and each type of setback (e.g., academic, social relationship). For example, the number of academic setbacks students' experienced was used to predict changes in the way students' perceived their environment to either help or hinder their goal attainment.

Results showed that experiencing setbacks was related to changes in the perception that the environment is a hindrance to goal attainment ($Beta = -.17, SE = .02, p = .054$). Specifically, increases in the perception that the environment hinders goal attainment was predicted from academic or occupational ($Beta = -.21, SE = .04, p = .017$)

and organizational setbacks ($Beta = -.24, SE = .05, p = .006$). Experiencing other types of setbacks was not predictive of changes in perceptions of environmental opportunities for goal attainment.

Hierarchical Linear Models Predicting Goal Attainment from Traits, Setbacks, and Goal Features

Overview. Hierarchical linear models were used to estimate individual- and sample-level goal attainment associations. The Level 1 models estimated the association between goal features (i.e., goal content and goal appraisals) and goal attainment and the Level 2 models estimated individual differences in the goal features-attainment associations from Level 1. These models were compared to an unconditional cell means model, which has no Level 1 or Level 2 predictors. The multi-level models were compared to the unconditional means model to determine whether the Level 1 predictors (goal features) and Level 2 predictors (person and contextual characteristics) explained within- and between- subject variance in goal attainment significantly better than the model without predictors.

Each individual had ten goals, each of which was assessed on goal attainment (i.e., there were ten goal attainment scores), 8 content domains (e.g., academics, social relationships) and seven goal dimensions (e.g., importance, expected success). Each goal was categorized by the type of goal (e.g., academic, social relationship) and appraised on each of the seven dimensions. Thus, each goal has a goal attainment score, a code for the type of goal it was, and 7 goal appraisal scores. Three sets of analyses were conducted to test for predictors of goal attainment.

First, separate models were estimated for each goal attainment predictor. For example, a random coefficient regression model tested whether goal importance predicted goal attainment and a second model tested whether expecting to succeed at goals predicted goal attainment. After testing goal feature-attainment relations, Level 2 predictors (i.e., traits) were entered into these models. For example, extraversion was used to predict differences in importance appraisal-attainment relations and it was used to predict differences in expected success-attainment relations. The second set of analyses tested whether people were likely to be successful at some goals (e.g., academic) more than others (e.g., social relationships). After testing goal content-attainment relations, Level 2 predictors (i.e., traits) were entered into these models. The last set of models estimated the effect setbacks, overall and within domain, had on goal attainment. For example, a means as outcomes model tested whether experiencing academic setbacks predicted goal attainment and a second model tested whether experiencing social relationship setbacks predicted goal attainment.

An example of an unconditional cell means model, a random coefficients regression model, and an intercepts and slopes as outcomes model, from Table 18, will be explained in detail. Then a means as outcomes model, from Table 28, will be explained. After explaining each type of model, the general findings from the study will be presented.

Unconditional Cell Means Model. The first model estimated was the unconditional cell means model, which tested whether there were within person and

between person differences in goal attainment. The Level 1 and the Level 2 models are as follows:

$$\text{Level 1: } GA_{ij} = B_{0j} + r_{ij}$$

$$\text{Level 2: } B_{0j} = \gamma_{00} + u_{0j}$$

The full mixed model is then:

$$GA_{ij} = \gamma_{00} + u_{0j} + r_{ij},$$

The notation and interpretation associated with this and subsequent models follows Raudenbush and Bryk (2002). The outcome, GA, is the amount of goal attainment for goal i for person j , where $i = 1, \dots, n_j$ goals for person j , and $j = 1, \dots, 89$ people. The Level 1 model characterizes goal attainment for each person with an intercept B_{0j} , which is the mean goal attainment for that person and some error r_{ij} . In the Level 2 model, each person's mean goal attainment, B_{0j} , is a function of the sample mean, γ_{00} , and a random error u_{0j} associated with person j . The variance around u_{0j} is referred to as τ_{00} . When the Level 2 model is substituted into the Level 1 model, it yields a mixed model, with a fixed effect γ_{00} and two random effects, u_{0j} and r_{ij} . The fixed effect (γ_{00}) is the mean goal attainment for the sample, and it has a sample level error, u_{0j} , and a person level error, r_{ij} . The variance of the outcome GA_{ij} is represented by (τ_{00} and σ^2), which is the amount of

between-person variance in goal attainment (τ_{00}) and within-person variance in goal attainment (σ^2).

Values for the estimated parameters are in Table 18. The intercept (γ_{00}), in the third column, was 2.65, which is the mean goal attainment for the entire sample, on a scale of 1 to 4. The variance of the intercept (τ_{00}), in the fourth column, was .10 and indicates how much between-person variability exists in goal attainment; and the residual variance (σ^2), in the second column, was 1.01, which indicates how much within-person variability exists in goal attainment. The intraclass correlation [$\tau_{00}/(\tau_{00}+\sigma^2)$] was calculated and informs us that 9% of the variability in goal attainment was between people and 91% was within people. The within-person variance is a baseline that is used to compare level 1 results from other models.

Random Coefficients Regression Model. The next model estimated was a random coefficients goal appraisal model, which tested the association between goal appraisals and goal attainment. The hypothesis is that goals vary in their importance within persons and this predicts goal attainment. This means that each person's goal attainment scores were modeled as a function of each person's goal appraisal. Goal importance values were centered on each person's mean. At level 1 and level 2 the models are:

$$\text{Level 1: } GA_{ij} = B_{0j} + B_{1j}(\text{Goal Importance}) + r_{ij}$$

$$\text{Level 2: } B_{0j} = \gamma_{00} + u_{0j}$$

$$B_{1j} = \gamma_{10} + u_{1j}$$

Thus, the mixed model is:

$$GA_{ij} = \gamma_{00} + \gamma_{10} (\text{Goal Importance}) + u_{0j} + u_{1j} (\text{Goal Importance}) + r_{ij},$$

In addition to the parameters estimated in the unconditional cell means model, the random coefficients regression model also characterizes goal attainment for each person with a slope B_{1j} , which is the change in goal attainment for a one unit change in goal importance. At Level 2, this is a function of the sample mean slope, γ_{10} , and a random error around the slope u_{1j} associated with person j . The variance around u_{1j} is referred to as τ_{11} .

The model labeled “Importance,” in Table 18, tested the relation between goal importance and goal attainment. As in the unconditional cell means model, the mean goal attainment (γ_{00}) for the sample is 2.65. This intercept varies significantly among people ($\tau_{00} = .11$), meaning there were significant individual differences in mean goal attainment. The model parameter γ_{10} , which is estimated as .17, indicates that individuals are more likely to attain their more important goals. The slope variance (τ_{11}) is .05 and significantly different from zero, indicating that the relations between goal importance and goal attainment varies between people. The addition of the importance rating was associated with a 6% decrease in within-person residual variance from the unconditional means model (1.01-.95). This means that 6% of the within-person variance in goal attainment can be explained by within-person variance in goal importance. Results indicated that the model using importance to predict goal attainment was a significantly

better fit than the unconditional cell means model. But, there was still a substantial amount of within-person variance left to be explained.

Intercepts and Slopes as Outcomes Model. An intercepts and slopes as outcomes model was the third type of model estimated and tested how between person variables (e.g., extraversion) predict goal importance and attainment relations. The hypotheses were that individuals vary in their goal attainment levels, individuals vary in their goal importance-attainment relations, and extraversion predicts these differences in level and slope. This means that each person's goal attainment scores were modeled as a function of each person's goal importance scores (person centered) at Level 1 and extraversion (grand mean centered) at Level 2. At Level 1 and Level 2 the models are:

$$\text{Level 1: } GA_{ij} = B_{0j} + B_{1j}(\text{Goal Importance}) + r_{ij}$$

$$\text{Level 2: } B_{0j} = \gamma_{00} + \gamma_{01}(\text{Extraversion}) + u_{0j}$$

$$B_{1j} = \gamma_{10} + \gamma_{11}(\text{Extraversion}) + u_{1j}$$

Thus, the mixed model is:

$$GA_{ij} = \gamma_{00} + \gamma_{01}(E) + \gamma_{10}(\text{Goal Importance}) + \gamma_{11}(\text{Goal Importance} * \text{Extraversion}) + u_{0j} + u_{1j}(\text{Goal Importance}) + r_{ij},$$

The intercepts and slopes as outcomes model adds a predictor at Level 2, compared to the unconditional cell means and the random coefficients regression models. In Level 2 of the intercepts and slopes as outcomes models, each person's mean goal attainment is a function of the sample mean intercept, γ_{00} , sample mean slope, γ_{10} , an effect on goal attainment associated with the intercept, γ_{01} , and slope, γ_{11} , and a random error around the intercept u_{0j} and slope u_{1j} associated with person j .

Values for these estimated parameters are in Table 18, for the model labeled "Importance and E" and tested whether there were individual differences in goal attainment, whether there were individual differences in goal importance-attainment slopes, and whether extraversion predicted these differences. The results from estimating the intercepts and slopes as outcome models showed that individuals' goal attainment levels differed significantly from average ($\gamma_{00} = 2.65$). The main effect for appraising goal importance ($\gamma_{10} = .17$) indicated that there were significant within-person differences among goal importance-attainment slopes. The main effect for extraversion ($\gamma_{01} = .10$) was not significant, indicating that levels of goal attainment did not vary with extraversion. The effect for predicting the slope from extraversion ($\gamma_{11} = .01$) was not significant either, indicating that the association between goal importance and attainment did not vary across levels of extraversion.

Significant differences among individuals' intercepts and slopes remained with the inclusion of the personality trait predictor. Results indicated that the model using goal importance and extraversion as predictors was not a significantly better fit than using only goal importance as a predictor.

Means as Outcomes Model. Means as outcomes models were the final type of models estimated and they tested how setbacks predict goal attainment. The hypotheses were that individuals vary in their goal attainment levels and the number of setbacks students experience, overall and within specific domains (e.g., academics, social relationships) predicts these differences. This means that each person's goal attainment scores were modeled as a function of the number of setbacks they experienced at Level 2.

$$\text{Level 1: } GA_{ij} = B_{0j} + r_{ij}$$

$$\text{Level 2: } B_{0j} = \gamma_{00} + \gamma_{01}(\text{Setbacks}) + u_{0j}$$

Thus, the mixed model is:

$$GA_{ij} = \gamma_{00} + \gamma_{01}(\text{Setbacks}) + u_{0j} + r_{ij},$$

In addition to the parameters estimated in the unconditional cell means model, the means as outcomes model adds a predictor at Level 2. In Level 2, each person's mean goal attainment is a function of the sample mean intercept, γ_{00} , an effect of setbacks on goal attainment, γ_{01} , and a residual, u_{0j} , associated with person j (for an example, see Table 28).

The results from the study that used HLM analyses will now be presented. Models using goal appraisals and traits as predictors of goal attainment will be discussed

first, followed by models predicting goal attainment from goal content and traits. Then, models predicting goal attainment from the total number of setbacks and domain specific setbacks students experienced over the academic year are described.

Predicting Goal Attainment from Goal Appraisals and Trait

Goal appraisals as LI predictors of goal attainment. Goal appraisals generally predicted goal attainment. The models that tested these predictions are the first seven listed in each multilevel model predicting goal attainment from goal appraisals (Table 18-22). Results indicated that students were more successful in attaining their more important goals, the goals they expected to succeed at, and the goals that they personally wanted more than felt obligated to attain. For example, in Table 18, individuals were more likely to attain goals the more they expected to succeed at them ($\gamma_{10} = .43$). Students were also more likely to attain their goals the more they expected to enjoy pursuing them, the more time they expected to spend time pursuing them, and the more that they thought the environment afforded the opportunity to attain them. The only appraisal that did not significantly predict goal attainment was stress. The amount of stress or anxiety individuals' thought they would experience by pursuing their goals did not predict their attainment of goals ($\gamma_{10} = -.04$).

There was significant variation around several of these appraisal-attainment relations, including how important students thought their goals were, how much they expected to succeed at them, the amount of time they intended to spend pursuing them, and how much they believed the environment would afford them the opportunity to achieve their goals. These results indicated that individuals did not have the same

relations between their appraisals and their goal attainment. Factors that may have contributed to these differences (e.g., traits) were examined.

Traits as L2 predictors of goal attainment. Each of the Big Five traits were added to predict the variation around appraisal-goal attainment associations (e.g., importance, expected success appraisals). None of the big five traits predicted variation in goal attainment (see the columns titled γ_{01} in tables 18-22), but some traits predicted the variance in goal appraisal-attainment associations (see the columns titled γ_{11} in Tables 18-22).

For example, as shown in Table 19, agreeableness did not predict the likelihood of individuals' goal attainment from how important individuals' goals were ($\gamma_{11} = -.04$) or the likelihood of individuals' goal attainment and individuals expected success at attaining their goals ($\gamma_{11} = -.07$). Then see Table 20, in which conscientiousness did predict variation in relations between individuals' goal attainment and how much individuals wanted their goals personally rather than felt obligated to attain them ($\gamma_{11} = .14$). This interaction effect is illustrated in Figure 2.

Other traits that predicted goal appraisal-attainment associations were neuroticism and openness to experience. Neuroticism predicted relations between expected success and goal attainment and the amount of time spent on goals and goal attainment, such that those higher in neuroticism had steeper slopes than those lower in neuroticism (see Table 21). Figure 3 shows that the higher one is in neuroticism the larger effect individuals' expected success has on their goal attainment. Openness predicted relations between goal importance and goal attainment, such that the less open individuals were to

experience the larger the effect goal importance had on their goal attainment (see Table 22). Other traits did not predict goal appraisal-attainment relations.

Predicting Goal Attainment from Goal Content and Traits. To test whether or not people achieved some goals more compared to other goals, goal attainment was predicted from goal content. To estimate these models eight new variables were created by dummy coding individuals' 10 goals, for each goal domain. If an individuals' goal was in the category being examined, the goal was given a code of "1," otherwise it was given a code of "0." For example, to examine the effect that choosing academic goals has on goal attainment, compared to choosing other goals, dummy codes were created for the academic goal domain. Imagine a person with 4 academic goals, 3 social relationship goals, 1 financial goal, 1 health goal, and 1 affect control goal. This person would receive four codes of "1," for the academic goals and 6 codes of "0," for all other types of goals. This new variables was used as a predictor of goal attainment to test whether or not people were more likely to achieve their academic or occupational goals than other goals. Additionally, the goal attainment model suggests that traits may moderate the relation between goal content and goal attainment therefore traits were added to these models to test for moderation.

Goal content as L1 predictors of goal attainment. Goal content predicted goal attainment, depending on the content domains compared. The models that tested these predictions are the first eight listed in each multilevel model predicting goal attainment from goal content (Table 23-27). Goal attainment was predicted by comparing the goal attainment within one domain with goal attainment over all other domains. For example,

the research question asked, “Is goal attainment higher in the academic domain compared to all other domains?”

Results indicated that students were more likely to attain their social relationship goals compared to their other goals ($\gamma_{10} = .27$), and less likely to attain their health goals ($\gamma_{10} = -.26$) and their affect control goals ($\gamma_{10} = -.30$). There was significant variation around the financial goal-attainment association ($\tau_{11} = .34$). This indicates that there were individual differences in these relations. Traits, which may contribute to these differences, were added as Level 2 predictors.

Traits as L2 predictors of goal attainment. None of the big five traits predicted the financial domain-attainment association. They did, however, predict relations that had no significant variation around them. For example, there was not significant slope variation for the academic and occupational goals and achievement, but neuroticism predicted differences in these relations ($\gamma_{10} = .30$; see Table 26) and there was not significant slope variation for the health goals and achievement, but agreeableness predicted differences in these relations ($\gamma_{10} = .41$; see Table 24). Openness had the most correlates and predicted associations between academic or occupational ($\gamma_{10} = -.54$), social relationship ($\gamma_{10} = .36$), and affect control goals ($\gamma_{10} = .39$), when compared to other goals and goal attainment (see Table 27).

Predicting Goal Attainment from Setbacks

To answer whether or not setbacks predicted goal attainment, means as outcome hierarchical linear models were estimated. Hierarchical linear models were estimated to predict the attainment of all goals from the total number of setbacks and the number of

domain specific setbacks students experienced. The dependent variable was goal attainment and the predictors were the total number of setbacks students experienced within the academic year and the total number of domain specific setbacks (e.g., the total number of academic setbacks). These models (see Table 28) tested whether there were individual differences in goal attainment and whether experiencing setbacks predicted these differences.

The results from estimating the means as outcome models showed that the mean goal attainment for the sample (γ_{00}) is 2.65. The model parameter predicting goal attainment from total number of setbacks was not significant ($\gamma_{01} = -.03$). This indicates that levels of goal attainment do not vary with the total number of setbacks students experience. The parameter predicting goal attainment from the number of academic or occupational setbacks, however, was significant ($\gamma_{01} = -.12$). This indicates that goal attainment is less likely the more academic or occupational setbacks students' experience. Other types of setbacks did not predict differences in goal attainment levels.

To test whether or not specific types of setbacks (e.g., academic or occupational) are related to attaining specific types of goals (e.g., academics or occupational) Pearson correlations were calculated. Results in Table 29 indicate that having academic setbacks was negatively related to academic goal attainment and that having moral or religious setbacks was negatively related to moral or religious goal attainment. Experiencing other types of setbacks did not relate to attaining goals in their corresponding domain.

Predicting Changes in Satisfaction with Life from Traits, Setbacks, and Goal Features

Ordinary least squares regression analyses were used to predict changes in well-being from factors in the goal attainment process, beginning with traits and setbacks, followed by goal features. The dependent variable was SWL at Time 2 and the independent variables were traits, setbacks, and goal features. SWL at Time 1 scores were used as a covariate. Models were estimated for each independent variable and second regression coefficients (those associated with the traits, setbacks, and goal choices) in regressed change models are reported in Tables 30 through 32. These analyses were used because of the potential correlations that could exist between goal appraisals and SWL measured at Time 1.

Traits, setbacks, and goal content were not strong predictors of changes in well-being, but some goal appraisals in specific domains were. Neuroticism was the only trait that predicted changes in SWL, due to a weak suppression effect. The correlation between neuroticism and SWL at Time 1 was $-.13$ and with Time 2 was $.13$ and the correlation between SWL at Time 1 and Time 2 was $.48$, resulting in neuroticism predicting increases in well-being (see Table 30). Results also showed that the number of setbacks students experienced did predict decreases in well-being, but only when the setbacks were academic or occupational, such as being placed on academic probation and having unrealistic career goals (see Table 31). Experiencing setbacks in other domains were not as predictive of changes in well-being.

Goal features also predicted well-being. Having financial goals was related to decreases in satisfaction with life (see Table 32). Choosing other goals did not predict changes in SWL. Generally, wanting goals personally, rather than feeling obligated to

attain them (Beta = .22, $SE = .24$, $p < .01$) and perceiving that the environment could help, rather than hinder goal attainment (Beta = -.22, $SE = .22$, $p < .01$), predicted increases in satisfaction with life across all goal domains. Specifically, perceiving the environment as helpful for attaining academic or occupational goals (Beta = .18, $SE = .15$, $p < .01$), wanting financial goals personally rather than feeling obligated to attain them (Beta = .25, $SE = .13$, $p < .01$), and expecting more success at religious or moral goals (Beta = .33, $SE = .20$, $p < .01$) predicted increases in well-being. Other appraisals were not good predictors of changes in SWL.

Predicting Changes in Satisfaction with Life from Goal Attainment

Analyses were conducted to examine the model of goal attainment implicitly acknowledged by self-concordance researchers. The self-concordance model suggests that well-being is a function of goal attainment.

Like the models predicting changes in SWL from traits, setbacks, and goal features, ordinary least squares regression analyses were used to predict changes in well-being from goal attainment. The dependent variable was SWL at Time 2 and the independent variable was goal attainment. SWL at Time 1 scores were used as a covariate. Models were estimated for each type of goal attainment and second regression coefficients in the regressed change models are reported in Table 33.

Goal attainment predicted increases in satisfaction with life (see Table 33). Specifically, goal attainment predicted increases in satisfaction with life for academic and occupational, social relationship, and financial goals. Attaining goals in other domains did not predict changes in SWL.

Discussion

What factors predict goal attainment and what impact does goal attainment have on well-being? These are the two major questions of interest in this study and were tested using the personal goal attainment model as a guide. Personality traits, setbacks, and goal features were directly or indirectly related to goal attainment and some of these factors and goal attainment were related to changes in well-being. A number of conclusions can be drawn from the data:

1. The domain with the most notable findings was the one most relevant to students (i.e., academics). A majority of participants (88 of 89) reported having academic goals and correlations examining content domains, such as academic setbacks or academic goal content were most notable.

2. Traits were not related to the total number of setbacks students experienced, but were related to the number of academic setbacks students experienced.

3. Traits did not directly predict goal attainment, but traits did moderate some relations between goal features and goal attainment.

4. The number of academic setbacks students experience predicts individual differences in goal attainment and is related to academic or occupational goal attainment.

5. Traits, setbacks, and goal content were not strong predictors of changes in well-being, but some goal appraisals and the attainment of goals in specific domains were.

Some of the more interesting findings are worth discussing further, specifically that goal attainment is predicted best by individuals' appraisals of their goals, that

experiencing academic setbacks predicts individual differences in goal attainment, and that goal attainment impacts well-being.

Individual Differences in Goal Appraisal-Attainment Patterns

Individuals' goal evaluations have been linked to a number of positive outcomes, including goal attainment (Emmons, 1988; Koestner, Lekes, Powers, Chicoine, 2002). These studies have typically focused on specific goal evaluations (e.g., importance, autonomy) and examine relations among appraisals between people. Research has not examined within-person goal evaluation-attainment relations. The current study examined relations among a number of goal evaluations and goal attainment, and did so considering differences in goal evaluation-attainment relations within-individuals. Students were asked to evaluate their ten goals on dimensions that were thought to be significant to goal attainment. These evaluations related to goal commitment (e.g., importance and time spent on goals), self efficacy (e.g., expected success), opportunities for goal attainment (e.g., environmental opportunity), motivation (e.g., want versus ought), and emotions (e.g., enjoyment, stress).

Results showed that there were individual differences in goal attainment levels, and that goal evaluations significant to goal attainment predict these differences. Consistent with prior research (Little, Lecci, & Watkinson, 1992), individuals are more likely to attain goals that they evaluate more positively (e.g., more important, more enjoyable). Also similar to other findings (Emmons, 1988; Koestner, Lekes, Powers, Chicoine, 2002), higher importance appraisals and goals pursued for personal interests relative to goals pursued for external sources are associated with higher goal attainment.

Other evaluations were also related to higher goal attainment. Expecting to enjoy pursuing goals, expecting to succeed at goals, the amount of time individuals planned to spend on goals, and perceived environmental opportunities for attaining goals were associated with goal attainment. The only appraisal that was not related to goal attainment was the amount of stress associated with pursuing goals.

There was also variation in these within person goal appraisal-attainment relations that were not accounted for. Traits did account for some of this variability. Conscientiousness predicted variation in relations between individuals' goal attainment and how much individuals wanted their goals personally rather than felt obligated to attain them. Neuroticism predicted relations between expected success and goal attainment and the amount of time spent on goals and goal attainment. Openness predicted relations between goal importance and goal attainment.

Interactions among traits and goal appraisal-attainment relations had no clear structure or overarching pattern. For example, extraversion, which has been shown to relate strongly to positive goal evaluations (Little et al., 1992) did not interact with goal appraisals to predict goal attainment; and neuroticism, which has been shown to relate to negative goal evaluations, had nearly no interactions with goal appraisals to predict goal attainment. Personality traits such as the Big Five and goal appraisals are thought to be two of three levels of personality that interact in a complex and multifaceted manner (McAdams, 2006). "There is more to personality than traits" (McAdams, 2006, p. 475), but how they interact to predict consequential outcomes, such as goal attainment, is still uncertain. Findings in this study indicate that mid-level units of personality (e.g., goal

evaluations) and broad level units of personality (e.g., traits) are consequential to goal attainment, but vary in their strength and path of associations.

That traits did not directly predict goal attainment and extraversion and agreeableness did not interact with goal appraisals to predict goal attainment was surprising. Past research has found that traits are related to higher or lower attainments of outcomes in multiple domains (e.g., social relationships, finances, and health), therefore it was expected that they would be related to personal goal attainment. Additionally, extraversion and agreeableness have been related to goal appraisals (Emmons, 1991; Little, Lecci, & Watkinson, 1992), therefore it was expected that they would interact with appraisals to predict goal attainment.

Setbacks as Predictors of Goal Attainment

The revised social ecological model (Little, 2007) and the self-concordance model (Sheldon & Elliot, 1999) both posit that contextual features are predictive of individuals' well-being; but neither theory identifies specific life events that might reduce well-being by undermining goal attainment. This study identified such events; experiences that were thought to hinder goal attainment were examined as predictors of goal attainment. In addition, this study assessed student specific setbacks; the setbacks measured in this study were generated to match goals that students typically have. For example, most students have academic goals, such as "get good grades," and "graduate on time" and setbacks thought to impede attainment of these goals were generated, including "performed poorly on a course assignment or exam," or "placed on academic probation."

Although the accumulative effect of setbacks did not predict goal attainment in this study, experiencing setbacks within the academic or occupational domain did. Experiencing setbacks within the academic or occupational domain also related to attaining academic or occupational goals. Having setbacks may not be important to goal attainment, unless the setback (e.g., "placed on academic probation") is directly related to the domain of the goal being pursued (e.g., "get good grades). Experiencing setbacks also may not be important unless the setback is associated with an individual's role. For students, academic and occupational goals are more important than other goals (e.g., financial), perhaps because their major role is being a student.

There also may be conflicts among goals that impact goal attainment. Students have limited resources (e.g., time, energy, money) to pursue their multiple goals, which are associated with their multiple roles and if not managed carefully, may impact goal attainment. Past research found that deciding priorities (e.g., academics and work) is a dilemma for students (McGregor, McAdams, & Little, 2006). This conflict among goals may result in lower academic or occupational goal attainment. If students choose to use their resources pursuing goals related to being a friend (e.g., social relationship goals), an employee (e.g., financial goals), or an athlete (e.g., affect control or health goals), this may interfere with attaining goals related to being a student (e.g., academic or occupational goals). It was not possible to examine the interactions among setbacks that may have used up resources that impacted goal attainment due to the small participant and goal sample sizes within specific domains.

Personality traits may also impact the association among setbacks and goal attainment. Some research supports the idea that traits are a resource and lead to positive outcomes when matched with trait-relevant goals. For example, trait-goal compatibility has been associated with goal manageability, which leads to higher well-being (McGregor, McAdams, & Little, 2006). It may be that having setbacks may only impede goal attainment if students experience setbacks in domains relevant to their personality traits. For example, social relationship outcomes have been strongly linked to extraversion and health outcomes have been strongly linked to conscientiousness. Experiencing setbacks in social relationships may only impact goal attainment for those higher in extraversion and experiencing setbacks in health domains may only impact goal attainment for those higher in conscientiousness. This study does show that traits are related to setbacks students' experience, but how these relations impact goal attainment is unknown. These analyses were not conducted in this study, due to the small sample size. Research using larger samples of people and goals would be able to test for these relations.

The way setbacks were assessed is another factor to consider when making conclusions about the predictive value setbacks have on goal attainment. Setbacks may be stronger predictors of goal attainment, if the time of the setback was accounted for. Some research suggests that life events impact outcomes up to two years after an event (Lucas, Clark, Georgellis, & Diener, 2004) and other research suggests that events may only impact people within the first few months of the event occurring (Suh, Diener, & Fujita, 1996). The current study does not account for the time at which setbacks occurred

in the academic year. It may be that setbacks that occur at the beginning of the goal attainment process may affect outcomes more or less than setbacks that occur at the end of the goal attainment process. If a student experienced a death in their family at the beginning of the academic year, they may report that they performed poorly on an exam, but also that they were successful at their academic goals because they had time to re-establish progress in academic goal attainment after a few months. If a student experienced a death in their family at the end of the academic year, they may have recently performed poorly on an exam and therefore report being unsuccessful at attaining their academic goals because they did not have time to re-establish progress in academic goal attainment.

Goal Attainment and Well-Being

This study supports and extends findings from other personal goal models that link goal attainment and well-being. Prior research has shown that goal attainment is related to emotional and cognitive components of well-being. Higher attainment of goals has been associated with higher positive affect, lower negative affect, and higher satisfaction with life (Emmons, 1986; Koestner, Lekes, Powers, & Chicoine, 2002). Research has also found that these relations exist in short term goal attainment, including weekend goals, New Years' resolutions, and goal attainment within an academic semester and for various types of goals (e.g., writing a curriculum vita, breast self-examinations, reports on daily experiences; Koestner, Lekes, Powers, & Chicoine, 2002). In this study, goal attainment was measured over an academic year and was also associated with changes in well-being (i.e., satisfaction with life). One of this study's

most important finding, unique from other personal goal studies, is that the relations between personal goal attainment and well-being differ depending on goal domain (e.g., academics, social relationships).

Increases in well-being were significantly associated with academic or occupational, social relationship, and financial goal attainment. Two of the most reported goals and the goals that students are most committed to are academic or occupational and social in nature and it may be why attainment of these goals influences students' well-being. Goals that are more relevant to students may have a bigger impact on well-being than goals that are less relevant, such as organizational and independence goals. Similar results were found in a study linking personal goal attainment at work with higher affective well-being at work. Harris, Daniels, and Briner (2003) found that attainment of personally more important goals was associated with higher well-being than personally less important goals.

Another reason that goal attainment may be associated with changes in well-being in the academic or occupational and social relationship domains is that these types of goals may satisfy students' psychological needs as defined by self-determination theory. Self-determination theory (Deci & Ryan, 2002) suggests that humans have three basic needs: autonomy, competence, and relatedness. Autonomy refers to feeling that one is pursuing goals out of personal interest rather than for other sources (e.g., parents, society), competence refers to the feelings that one is effective at achieving their goals, and relatedness refers to the feelings that one is connected with other people. Achieving academic or occupational goals, for students, may satisfy needs of competence and

achieving social relationship goals may satisfy needs of relatedness. Pursuing autonomous goals may also impact changes in well-being. In this sample, pursuing goals for autonomous reasons rather than for other sources, is related to both goal attainment and changes in well-being. It may be that motives moderate the relation between goal attainment and changes in well-being. A study conducted by Brunstein, Schultheiss, and Grässmann (1998) found that motive-congruent goals moderated the relation between goal attainment and well-being. Future studies, with larger samples sizes, would be able to test for interactions among motives, goal attainment, and changes in well-being.

In this sample, achieving financial goals was also related to changes in well-being. Past research suggests that pursuing financial goals has negative consequences. Higher desires for financial success has been associated with lower satisfaction with family life, friendships, and job satisfaction (Nickerson, Schwarz, Diener, & Kahneman, 2003) and higher income aspirations have been associated with reductions in well-being (Stutzer, 2004). Results from this study, however, suggest that achieving financial goals is related to increases in well-being. These differences in findings may be explained by individuals' motives and the type of satisfaction with life measured in this sample.

It may be that wanting financial goals personally (intrinsic motive) rather than feeling obligated to attain them (extrinsic motive) may moderate the relation between financial goal attainment and well-being. Past research defines financial goals as extrinsic (pursued because a student feels obligated to attain them) and that pursuing these goals results in decreases in well-being (Sheldon & Elliot, 1998; Sheldon & Elliot, 1999). In this study, instead of the researchers categorizing financial goals as extrinsic,

students were able to identify whether they were pursuing their financial goals for more personal reasons (intrinsic) or out of obligation (extrinsic). Students' self reported motives were related to well-being, such that those that pursued financial goals for intrinsic reasons more than extrinsic reasons tended to increase in well-being.

The association between financial goal attainment and changes in well-being may also be due to students' importance appraisals of their financial goals. Appraising financial goals as less important has been associated with higher scores of well-being (Chan & Joseph, 2000). In this sample, financial goals were rated lower on importance than most other goals and it may be this low level of importance that is important in predicting increases or decreases in well-being.

Mixed findings relating goal attainment and well-being may also be due to the specific types of financial goals and well-being measured. Much research on financial goals reflects long-term material wealth goals (e.g., Nickerson, Schwarz, Diener, & Kahneman, 2003). This study asked students to list financial goals that they could attain within an academic year. Attainment of short-term goals may predict changes in well-being differently than attainment of long-term goals. Satisfaction with life was also measured without consideration of domains of satisfaction with life. For example, attaining financial goals has been related to increases in satisfaction with individuals' city or place of residence, satisfaction with nonworking activities, and satisfaction with health and physical condition (Nickerson, Schwarz, Diener, & Kahneman, 2003). Attaining financial goals has also been related to decreases in social relationship satisfaction, satisfaction with friendships, and job satisfaction (Nickerson, Schwarz, Diener, &

Kahneman, 2003). Future research should examine both short-term and long-term financial goals and well-being in multiple domains (social relationship satisfaction, satisfaction with school life, satisfaction with extracurricular life) because financial goal success may be related to domain specific life satisfactions.

Implications of the Model

The present model incorporates multiple aspects of the personal goal attainment process, integrating new findings and validating prior research. It represents a framework that can accommodate examination of a wide variety of factors involved in the goal attainment process and their associated outcomes. The current study focused on traits and setbacks, but future studies can examine other person characteristics, such as person's attitudes and other contextual features, such as social support, that may influence goal attainment. Also, this study examined only a cognitive component of well-being (i.e., life satisfaction). This model also allows for examination of affective components of well-being.

Limitations of the Research and Future Applications of the Model

This study has several limitations that can be used to guide future research. The sample consisted of only 89 students that were measured only twice, once at the beginning and once at the end of their freshman year of college. In addition to study design limitations, there were also limitations in the measures used. Although this sample was ethnically diverse, it consisted only of college students in their freshman year of college. Results in this study, therefore, cannot be generalized to other college students or non-student populations. Literature suggests that individuals' goals are

defined by the transition period of their life and freshman college students have goals, such as “get good grades,” that other adults in the career stages of life or retirement do not have. This is not to say that the personal goal attainment model used in this study should not be used in research with other samples. Instead, it is expected that the associations in the model will differ depending on the transition stage that persons are in.

In addition to the overall sample size being small, which does not allow for estimation of complex models, the samples within goal domains are even smaller. For example, results from analyses using independence goals, were based on a sample size of 25. These constraints limit the ability to interpret some correlations with confidence and make some analyses impossible (e.g., interaction of domain specific setbacks on goal attainment). Although samples were limited within each goal domain, this was the first study to examine appraisals and personal goal attainment across multiple domains. The domain specificity of this study makes the results of this study fundamentally important. Future studies could sample more students or multiple studies, that have small sample sizes, could be combined so that results can be better generalized at the person and goal level.

Another limitation of the study design was that data was collected at only two time-points. The only measures administered at both assessments were goal appraisals and satisfaction with life. In the future, if more than two time points are measured, one may evaluate the impact that changes in goal appraisals have in the goal attainment process. For example, researchers can better understand the impact that experiencing setbacks relate to changes that occur in appraisals. Prior research has shown that

appraisals influence goal attainment and that goal attainment relates to well being.

Results of this study show that setbacks are related to changes in some goal appraisals. It may be that these changes in appraisals will influence attainment of future goals that then relate to well-being.

Measures used in this study were themselves limited; the setbacks in the questionnaire in this study were specifically generated for a college student sample (e.g., “placed on academic probation”) and were not exhaustive. More items should be added to increase the reliability of the scales. Also, the number of items within setback domains had low base rates. Some setbacks are only experienced by a few participants; being denied membership to a group was experienced by 11.24 percent of the sample.

Additional factors about setbacks may be interesting to examine in the future. In this study, only the number of setbacks students experienced was reported; in addition to the number of setbacks being important in goal attainment processes, individuals’ varying perceptions and the time in which these events occurred may be important. Perceiving an event as chronic (e.g., having to inject oneself with insulin every day) or discrete (e.g., having the flu for a week) may effect goal attainment differently. Those that perceive a setback as chronic may be less successful at attaining goals than those that perceive setbacks to be discrete. Having experienced the setback within the last three months may result in different outcomes than if measured within the last six months. As stated by Suh, Diener, and Fujita (1996), only recent events influence well-being. Future studies should examine more dimensions of setbacks that are important in the goal attainment process.

In order to have a deeper understanding of the role goal content has in goal attainment, issues relating to it must be addressed. For some domains, everyone reported having goals, for other domains, very few people reported having goals. For example, only 25 of 89 people had independence goals and 88 of 89 people had academic or occupational goals. Because most students had academic goals, one could not ask “How do traits relate to choosing academic goals versus not choosing to have academic goals.” With a larger sample, goal content could be broken down into smaller units of analyses. Instead of analyzing extraversion in relation to attainment of academic goals, which has little variation, researchers could examine extraversion in relation to specific types of academic goals (e.g., getting good grades, studying more), which most likely would have more variation. The goal attainment model allows for these analyses, but the data in this sample does not.

Well-being has both cognitive (i.e., life satisfaction) and affective components (positive and negative affect) and in this study only the cognitive component was measured. Affective components of well-being have been highly related to traits (E is related to positive affect and N is related to negative affect) and goal appraisals are often affect laden (e.g., enjoyment, stress). It is likely that affective components of well-being would be associated with goal attainment processes and their effects may be different and even stronger than satisfaction with life.

All data in this study was self-report. No one is better at listing and evaluating personal goals than the individuals with the goals. However, it would also be useful to understand how informants perceive and impact individuals’ goal attainment process.

Additionally, behavioral data would be useful for understanding the relations between people's behaviors, their goal attainment, and how these relate to well-being.

Conclusion

Results in this study confirm that the personal goal attainment model is a valuable model for understanding the goal attainment process and permit the following conclusions: (a) traits relate directly to goal appraisals and moderate relations among goal appraisals and goal attainment, (b) goal appraisals and some setbacks relate directly to goal attainment, and (c) goal attainment impacts well-being. The most important findings suggest that goal appraisals and setbacks that impede the attainment of individuals' most important goals are fundamental to goal attainment and goal attainment in individuals' most important goals impact well-being. This study supports that “both what you pursue *and* why you pursue it,” (Sheldon, Ryan, Deci, & Kasser, 2004) is important to the goal attainment process, but also that who you are and what you experience matter to goal attainment and well-being.

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Table 1
Goal Appraisals Assessed at Time 1

Appraisal Name	Description	Scale
Importance	Compared to accomplishing your other goals, how important is it to accomplish this goal?	4= Extremely important. 3= Very Important. 2= Moderately important. 1= Not very important.
Expected Success	What are the chances for you to be successful in attaining this goal?	4= Very Likely. 3= Somewhat Likely. 2= Somewhat Unlikely. 1= Unlikely.
Want vs. Ought	Is this goal something you personally want to attain, or something that you feel you ought to accomplish?	4= I strongly feel this goal is something I personally want to accomplish. 3= I feel this goal is something I personally want to accomplish. 2= I feel this goal is something I ought to accomplish. 1= I strongly feel this goal is something I ought to accomplish.
Enjoyment	How much do you enjoy trying to reach this goal?	4 = Very enjoyable 3 = Somewhat enjoyable 2 = Slightly enjoyable 1 = It is not at all enjoyable
Stress	Does working to achieve this goal cause you stress or anxiety?	4 = It is extremely stressful. 3 = It is somewhat stressful. 2 = It is slightly stressful. 1 = It is not at all stressful.
Time Spent	How much time do you spend working to achieve this goal?	4= A large amount of time. 3= A moderate amount of time. 2= A small amount of time. 1= None at all.
Environmental Opportunity	Your environment (living situation, other people, available money) can help you or hinder you in achieving your goals. How does your environment affect your ability to attain each goal?	4= My environment greatly helps me attain this goal. 3= My environment slightly helps me attain this goal. 2= My environment slightly hinders me to attain this goal. 1= My environment greatly hinders me to attain this goal

Table 2
Goal Appraisals Assessed at Time 2

Appraisal Name	Description	Scale
Stress	Did working to achieve this goal cause you stress or anxiety?	4 = It was extremely stressful. 3 = It was somewhat stressful. 2 = It was slightly stressful. 1 = It was not stressful.
Enjoyment	How much did you enjoy trying to reach this goal?	4 = It was very enjoyable 3 = It was somewhat enjoyable 2 = It was slightly enjoyable 1 = It was not at all enjoyable
Time Spent	How much time did you spend working to achieve this goal?	4= A large amount of time. 3= A moderate amount of time. 2= A small amount of time. 1= None at all.
Environmental Opportunity	Your environment (living situation, other people, available money) can help you or hinder you in achieving your goals. How did your environment affect each of your goals?	4= My environment greatly helped me attain this goal. 3= My environment slightly helped me attain this goal. 2= My environment slightly hindered me to attain this goal. 1= My environment greatly hindered me to attain this goal
Goal Attainment	How successful have you been in attaining this goal?	4= Very successful. 3= Somewhat successful. 2= Slightly successful. 1= Not at all successful.

Table 3
Means, Standard Deviations and Correlations among Traits

	<i>M (SD)</i>	E	A	C	N	O
E	3.26 (.83)	.85				
A	3.94 (.66)	-.08	.80			
C	3.45 (.57)	.15	.22*	.66		
N	3.11 (.77)	-.17	-.22*	-.12	.81	
O	3.48 (.54)	.25	.02	.04	-.29**	.66

Note. $N = 89$; E = Extraversion; A = Agreeableness; C = Conscientiousness; N = Neuroticism; O = Openness. Coefficient alphas are on the diagonal and correlations are off the diagonal.

* $p < .05$; ** $p < .01$.

Table 4
Means, Standard Deviations, and Correlations among Setbacks

Setback	<i>M(SD)</i>	1	2	3	4	5	6	7
1. Academic or Occupational	1.64(1.01)	.52						
2. Social Relationship	1.66(1.19)	.02	.15					
3. Financial	.87(.88)	.16	.17	.41				
4. Health	.47(.62)	.11	.45***	.30**	.13			
5. Organizational	.76(.77)	.27**	.01	.34***	.21*	.49		
6. Affect Control	.55(.50)	-.21*	.07	-.14	-.00	.11	---	
7. Religious or Moral	.53(.68)	.36***	.22*	.01	-.09	.05	-.06	.29

Note. *N* = 89; Coefficient alphas are on the diagonal and correlations are off the diagonal.
 p* < .05; ** *p* < .01; **p* < .001

Table 5
Percent of Students Reporting Setbacks

Type of Setback	Setback	Percent of Students Reporting Setbacks	<i>SD</i>
Academic	Did poorly in a course assignment/exam	88.76	.32
Affect Control	Weekend/vacation plans fell through	55.06	.50
Organizational	Failed to complete a task	50.56	.50
Financial	Financial difficulty	41.57	.50
Social Relationship	Lost (not from death) a friend	41.57	.50
Academic	Failed a course	37.08	.49
Financial	Lost or damaged property	34.83	.48
Academic	Placed on academic probation	30.34	.46
Religious	Failed to maintain a religious commitment	30.34	.46
Social Relationship	Ended a romantic relationship	28.09	.45
Health	Physical injury	26.97	.45
Social Relationship	Experienced peer disapproval/loss of respect of peer(s)	26.97	.45
Organizational	Missed an important appointment	25.84	.44
Social Relationship	Death of a family member	22.47	.42
Personal Value	Failed to maintain values	22.47	.42
Social Relationship	Experienced significant family discord	21.35	.41
Health	Experienced excessive weight gain	20.22	.40
Social Relationship	Death of a friend	14.61	.36
Social Relationship	Denied membership/participation in school or community group/organization	11.24	.32
Financial	Lost financial support	10.11	.30
Occupational	Realized my career goal is unrealistic	7.87	.27

Note. *N* = 89

Table 6
The Percent of Dropout and Longitudinal Participants Reporting Goals in each Goal Category

Goal Category	Percent of Dropout Sample with Goal	Percent of Longitudinal Sample with Goal
Academic or Occupational	99	99
Social Relationship	98	98
Financial Concerns	78	72
Health	77	87
Organizational	45	48
Affect Control	74	75
Independence	25	28
Religious or Moral	39	47

Note. $N = 203$ for the dropout sample and $N = 89$ for the longitudinal sample.

Table 7
Differences between Time 1 and Time 2 Goal Appraisals and Stability Estimates

Rating	<i>M(SD)</i> T1	<i>M(SD)</i> T2	Cohen's <i>d</i>	Stability Estimate (<i>r</i>)
Success	3.08(.34)	2.65(.45)	-.41	.34***
Enjoyment	2.92(.47)	2.81(.47)	.06	.47***
Stress	2.38(.45)	2.22(.50)	.08	.49***
Time Spent	2.64(.39)	2.70(.35)	-.05	.46***
Environmental Opportunity	2.80(.52)	2.64(.49)	.07	.57***

Note. *N* = 89; T1 = Time 1; T2 = Time 2.
 *** *p* < .001.

Table 8
Means and Standard Deviations of Goal Appraisals by Goal Category

	All Goals	Ac/Oc	Soc	Fin	Hlth	Org	Aff	Ind	Rel/Mor
Appraisal	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
Importance	3.03(.36)	3.69(.46)	3.02(.55)	2.73(.76)	2.92(.65)	2.92(.82)	2.65(.86)	3.05(.95)	3.08(.89)
Want vs. Ought	3.01(.46)	3.17(1.08)	3.17(.65)	2.67(.96)	2.95(.91)	2.91(1.09)	3.00(.86)	2.99(1.01)	2.92(1.07)
Expected	3.08(.34)	3.32(.51)	3.24(.53)	2.95(.71)	3.01(.60)	3.17(.77)	2.78(.76)	3.01(.77)	2.90(.65)
Success									
Enjoyment	2.92(.47)	2.64(.80)	3.24(.66)	2.37(1.04)	2.73(.82)	2.67(.82)	3.21(.71)	2.70(.85)	3.06(.96)
Stress	2.38(.45)	3.42(.65)	1.95(.71)	2.51(.87)	2.19(.82)	2.48(.97)	2.07(.95)	2.47(1.17)	2.03(.96)
Time Spent	2.64(.39)	3.50(.59)	2.65(.60)	2.16(.92)	2.51(.82)	2.58(.87)	2.31(.79)	2.25(.77)	2.46(.74)
Environmental	2.80(.52)	3.13(.74)	2.81(.71)	2.69(.91)	2.77(.85)	2.64(.80)	2.54(.90)	2.83(.83)	2.77(.93)
Opportunity									
<i>n</i>	89	88	87	64	77	43	67	25	42

Note. Ac/Oc = Academic or Occupational; Soc = Social Relationship; Fin = Financial; Org = Organizational; Aff = Affect Control; Ind = Independence; Rel/Mor = Religious or Moral.

Table 9
Between and mean Within-Person Goal Appraisal Correlations

	1	2	3	4	5	6	7
1. Importance		.30	.11	.24	.21	.29	.15
2. Expected Success	.41		.29	.56	-.06	.39	.28
3. Want vs. Ought	.36	.34		.24	-.02	.28	.18
4. Enjoyment	.15	.31	.31		-.28	.20	.48
5. Stress	.34	-.03	-.03	-.35		.08	-.27
6. Time spent	.54	.41	.31	.11	.30		.20
7. Environmental Opportunity	.23	.27	.14	.10	.07	.29	

Note. Between-person correlations ($N = 89$) are above the diagonal and mean within-person correlations (mean of 89 within-person correlations, each based on $k = 10$ goals) are below the diagonal.

Table 10
Differences Between mean Within and Between Person Goal Appraisal Correlations

	1	2	3	4	5	6
1. Importance						
2. Expected Success	.11					
3. Want vs. Ought	.25	.05				
4. Enjoyment	-.09	-.25	.07			
5. Stress	.13	-.09	-.01	-.07		
6. Time spent	.25	.02	.03	-.09	.22	
7. Environmental Opportunity	.08	-.01	-.04	-.38	.34	.09

Table 11
Means and Standard Deviations of Goal Attainment by Goal Category

Goal Category	<i>n</i>	<i>M</i>	<i>SD</i>
All Goals	89	2.65	.45
Academic or Occupational	88	2.82	.89
Social Relationship	87	2.88	.68
Financial Concerns	64	2.48	1.08
Health	77	2.45	.88
Organizational	43	2.36	1.07
Affect Control	67	2.34	.87
Independence	25	2.87	1.00
Religious or Moral	42	2.88	1.06

Table 12
Comparison of Longitudinal and Dropout Samples' Gender and Ethnicity

	Number of Participants in the Dropout Sample	Number of Participants in the Longitudinal Sample
Gender		
Male	78	19
Female	125	70
Ethnicity		
Asian or Asian American	102	31
Latino	55	27
European American	22	13
African American	11	8
Other	13	10

Note. $N = 203$ for the dropout sample and $N = 89$ for the longitudinal sample.

Table 13

Comparison of Dropout and Longitudinal Sample Means and Standard Deviations for Age, Traits, Goal Appraisals, and Satisfaction with Life

	Dropout Sample M(SD)	Longitudinal Sample M(SD)	<i>d</i>
Age	18.07(.72)	18.02(.50)	.08
Traits			
Extraversion	3.35(.80)	3.26(.83)	.11
Agreeableness	3.90(.56)	3.94(.66)	-.07
Conscientiousness	3.49(.58)	3.45(.57)	.07
Neuroticism	2.96(.71)	3.11(.77)	-.21
Openness	3.52(.55)	3.48(.54)	.07
Goal Appraisals			
Importance	3.01(.42)	3.03(.36)	-.05
Want vs. Ought	3.06(.49)	3.01(.46)	.10
Expected Success	3.08(.43)	3.08(.34)	.00
Enjoyment	2.86(.52)	2.92(.47)	-.12
Stress	2.28(.49)	2.38(.45)	-.21
Time Spent	2.61(.45)	2.64(.39)	-.07
Environment	2.79(.48)	2.80(.52)	-.02
Satisfaction with Life	4.70(1.29)	4.68(1.15)	.02

Note. $N = 203$ for the dropout sample and $N = 89$ for the longitudinal sample.

Table 14
Correlations among Traits and Setbacks

Setback	Trait				
	E	A	C	N	O
All setbacks	-.04	.18	-.07	-.04	-.07
Academic or occupational setbacks	-.08	.27**	.06	-.29**	.03
Failed a course	.04	.17	.11	-.28**	.00
Did poorly in a course assignment/exam	-.08	.10	.04	-.03	.05
Placed on academic probation	-.07	.32**	.12	-.29**	.05
Realized my career goal is unrealistic	-.16	.03	-.22*	-.08	-.03
Social relationship setbacks	-.03	-.02	.00	.11	-.02
Death of family member	-.06	.07	.15	-.03	-.08
Death of a friend	-.06	.12	.12	-.10	.18
Ended romantic relationship	.09	-.24*	-.14	-.00	.10
Experienced significant family discord	-.01	-.01	.08	.17	-.15
Experienced peer disapproval/loss of respect from peer(s)	-.09	-.09	-.11	.15	.06
Lost (not from death) a friend	.07	.09	-.02	.13	-.06
Denied membership/participation in school or community group/organization	-.05	.03	-.03	-.09	-.12
Financial setbacks	.02	.14	.05	-.23*	-.02
Lost or damaged property	-.02	-.04	.00	-.22*	-.02
Financial difficulty	.03	.16	.01	-.09	-.08
Lost financial support	.05	.20	.11	-.16	.09
Health setbacks	.20	.00	-.23*	.00	-.16
Physical injury	.18	.01	-.20	-.03	-.09
Experienced excessive weight gain	.11	-.00	-.13	.04	-.15
Organizational setbacks	.01	.26**	-.13	-.08	.00
Missed an important appointment	.04	.26**	.02	-.13	-.05
Failed to complete a task	-.02	.17	-.22*	-.01	.05
Affect control setbacks	-.03	-.17	-.05	.22*	-.12
Weekend/vacation plans fell through	-.03	-.17	-.05	.22*	-.12
Moral and religious setbacks	-.20	.02	-.04	.30**	-.02
Failed to maintain my values	-.14	-.03	-.09	.17	-.02
Failed to maintain a religious commitment	-.16	.06	.02	.29**	-.01

Note. N = 89.

* p < .05; ** p < .01

Table 15
Correlations among Traits and Satisfaction with Life

	SWL T1	SWL T2
Extraversion	.07	.11
Agreeableness	.03	-.05
Conscientiousness	-.00	.14
Neuroticism	-.13	.13
Openness	.18	.10

Note. $N = 89$; SWL = Satisfaction with Life; T1 = Time 1; T2 = Time 2.

Table 16
Correlations among Traits and Goal Choice

Goal Content	E	A	C	N	O
Financial Concerns	.08	-.03	-.11	-.12	-.02
Health	.00	-.05	.10	.13	-.09
Organizational	-.13	.08	-.19	.14	-.05
Affect Control	.07	.08	.24*	.07	.08
Independence	-.05	-.10	-.02	.10	.00
Religious or Moral	.01	-.16	-.04	.13	-.01

Note. N = 89; E = Extraversion; A = Agreeableness; C = Conscientiousness; N = Neuroticism; O = Openness to Experience;
 * p < .05.

Table 17
Correlations among Traits and Goal Appraisals by Goal Category

	<i>n</i>	E	A	C	N	O
All Goals	89					
Importance		-.05	.20	.02	-.07	-.01
Want vs. Ought		.04	.04	.14	-.12	.13
Expected Success		.19	.28**	.05	-.17	.14
Enjoyment		.23*	.23*	.16	-.31**	.21*
Stress		-.05	-.25*	-.07	.37***	-.11
Time Spent		.00	.12	-.03	-.13	.08
Environment		.08	.15	-.10	-.18	.16
Academic or Occupational	88					
Importance		-.19	.12	-.03	.03	-.09
Want vs. Ought		-.04	.18	.45***	-.16	.08
Expected Success		.05	.30**	.28**	-.21*	.03
Enjoyment		-.09	.24*	.33**	-.25*	-.04
Stress		.01	-.08	-.20	.29**	-.10
Time Spent		.03	.33**	.19	-.13	-.11
Environment		.14	.35***	.22*	-.12	.21*
Social Relationships	87					
Importance		.14	.12	.13	-.03	.02
Want vs. Ought		.27**	.00	.04	-.04	-.01
Expected Success		.36***	.15	.03	-.03	.11
Enjoyment		.35***	.17	.06	-.18	.17
Stress		-.13	-.25	.00	.28**	-.12
Time Spent		.25*	.00	.06	-.00	.12
Environment		-.02	.11	-.13	-.24*	.12
Financial Concerns	64					
Importance		-.09	.08	-.02	-.19	.04
Want vs. Ought		.26*	.08	.16	-.23	.09
Expected Success		-.13	.32**	.16	-.06	.18
Enjoyment		.18	.01	.25*	-.38**	.28*
Stress		.06	-.06	-.08	.12	.11
Time Spent		.07	-.08	.15	-.03	.14
Environment		.09	.28*	.06	-.26*	.27*
Health	77					
Importance		-.11	.17	-.01	-.03	-.07
Want vs. Ought		-.17	.00	.10	-.09	-.04
Expected Success		-.15	.15	-.08	-.06	.05
Enjoyment		-.02	.25*	.05	-.16	.17
Stress		.06	-.19	-.07	.06	-.05
Time Spent		-.13	.12	-.16	-.07	.24*
Environment		-.07	.19	-.04	.19	.05

Note. E = Extraversion; A = Agreeableness; C = Conscientiousness; N = Neuroticism; O = Openness to Experience;

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 17 Continued
Correlations among Traits and Goal Appraisals by Goal Category

	<i>n</i>	E	A	C	N	O
Organizational	43					
Importance		.04	-.06	.29	.05	-.02
Want vs. Ought		-.18	-.08	-.02	.10	-.02
Expected Success		-.04	-.03	.10	.18	.06
Enjoyment		.13	.22	.32*	-.22	.06
Stress		-.10	-.40**	-.16	.20*	-.10
Time Spent		-.17	-.02	-.09	.16	-.05
Environment		.17	-.00	.04	-.07	.02
Affect Control	67					
Importance		-.01	.14	-.07	-.04	.01
Want vs. Ought		.13	.03	-.32**	-.13	.02
Expected Success		.22	.04	-.08	-.30**	.03
Enjoyment		.13	.17	-.11	-.28*	-.04
Stress		-.01	-.10	.18	.29*	-.04
Time Spent		.03	-.16	-.09	-.12	.14
Environment		.22	-.06	-.25*	-.19	.11
Independence	25					
Importance		.14	-.01	.07	-.05	.16
Want vs. Ought		-.02	-.16	.03	.08	.27
Expected Success		.17	.28	.08	-.32	.05
Enjoyment		.39	.08	-.42*	-.42*	-.13
Stress		-.05	.10	.08	.34	-.08
Time Spent		.02	.11	-.17	.18	.19
Environment		.10	.20	-.11	-.28	.21
Religious or Moral	42					
Importance		-.02	.08	.12	.29	-.32*
Want vs. Ought		-.12	.02	.05	.09	-.07
Expected Success		.08	.00	.05	.24	-.07
Enjoyment		-.26	.27	.03	.14	-.28
Stress		.10	-.31*	.01	.32*	-.06
Time Spent		-.21	.04	.04	.19	-.15
Environment		-.19	.16	.14	.04	-.09

Note. E = Extraversion; A = Agreeableness; C = Conscientiousness; N = Neuroticism; O = Openness to Experience;

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 18
Multilevel Models of Goal Attainment: Goal Appraisals (L1) and Extraversion (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : E (SE)	γ_{10} : Goal Appraisal (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Importance	.95	2.65(.05)***	.11***		.17(.05)***	.05*	
Expected Success	.89	2.65(.05)***	.11***		.43(.06)***	.06*	
Want vs. Ought	.98	2.65(.05)***	.10***		.13(.04)**	.02	
Enjoyment	.97	2.65(.05)***	.10***		.19(.04)***	.02	
Stress	1.00	2.65(.05)***	.10***		-.04(.04)	.02	
Time Spent	.88	2.65(.05)***	.11***		.31(.05)***	.06**	
Environment	.93	2.65(.05)***	.11***		.25(.05)***	.06**	
L1 and L2 Predictors							
Importance and E	.95	2.65(.05)***	.10***	.10(.06)	.17(.05)***	.06*	.01(.06)
Expected Success and E	.89	2.65(.05)***	.11***	.10(.06)	.43(.06)***	.07*	-.01(.06)
Want vs. Ought and E	.98	2.65(.05)***	.10***	.10(.06)	.13(.04)**	.02	.01(.05)
Enjoyment and E	.97	2.65(.05)***	.10***	.10(.06)	.19(.04)***	.02	.06(.05)
Stress and E	1.00	2.65(.05)***	.10***	.10(.06)	-.04(.04)	.02	-.02(.05)
Time Spent and E	.88	2.65(.05)***	.11***	.10(.06)	.31(.05)***	.06**	-.07(.06)
Environment and E	.93	2.65(.05)***	.10***	.10(.06)	.25(.05)***	.07**	.02(.06)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; E = Extraversion; σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample, τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the mean goal appraisal-attainment slope within persons; τ_{11} is the variance around the within person slopes; γ_{11} is the effect that the trait has on the mean goal appraisal-attainment slope for the sample. Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

Goal appraisals are person centered and E is grand centered.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 19
Multilevel Models of Goal Attainment: Goal Appraisals (L1) and Agreeableness (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : A (SE)	γ_{10} : Goal Appraisal (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Importance	.95	2.65(.05)***	.11***		.17(.05)***	.05*	
Expected Success	.89	2.65(.05)***	.11***		.43(.06)***	.06*	
Want vs. Ought	.98	2.65(.05)***	.10***		.13(.04)**	.02	
Enjoyment	.97	2.65(.05)***	.10***		.19(.04)***	.02	
Stress	1.00	2.65(.05)***	.10***		-.04(.04)	.02	
Time Spent	.88	2.65(.05)***	.11***		.31(.05)***	.06**	
Environment	.93	2.65(.05)***	.11***		.25(.05)***	.06**	
L1 and L2 Predictors							
Importance and A	.95	2.65(.05)***	.11***	-.02(.07)	.17(.05)***	.06*	-.04(.07)
Expected Success and A	.89	2.65(.05)***	.11***	-.02(.07)	.44(.06)***	.06*	-.07(.08)
Want vs. Ought and A	.98	2.65(.05)***	.11***	-.02(.07)	.13(.04)***	.01	-.13(.06)
Enjoyment and A	.97	2.65(.05)***	.11***	-.02(.07)	.19(.04)***	.02	.04(.06)
Stress and A	.99	2.65(.05)***	.10***	-.02(.07)	-.04(.04)	.02	-.06(.06)
Time Spent and A	.88	2.65(.05)***	.12***	-.02(.07)	.31(.05)***	.06**	-.09(.07)
Environment and A	.93	2.65(.05)***	.11***	-.02(.07)	.25(.05)***	.06**	.07(.07)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; A = Agreeableness;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample, τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the mean goal appraisal-attainment slope within persons; τ_{11} is the variance around the within person slopes; γ_{11} is the effect that the trait has on the mean goal appraisal-attainment slope for the sample.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

Goal appraisals are person centered and A is grand centered.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 20
Multilevel Models of Goal Attainment: Goal Appraisals (L1) and Conscientiousness (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : C (SE)	γ_{10} : Goal Appraisal (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Importance	.95	2.65(.05)***	.11***		.17(.05)***	.05*	
Expected Success	.89	2.65(.05)***	.11***		.43(.06)***	.06*	
Want vs. Ought	.98	2.65(.05)***	.10***		.13(.04)**	.02	
Enjoyment	.97	2.65(.05)***	.10***		.19(.04)***	.02	
Stress	1.00	2.65(.05)***	.10***		-.04(.04)	.02	
Time Spent	.88	2.65(.05)***	.11***		.31(.05)***	.06**	
Environment	.93	2.65(.05)***	.11***		.25(.05)***	.06**	
L1 and L2 Predictors							
Importance and C	.95	2.65(.05)***	.10***	.10(.08)	.17(.05)***	.05*	.10(.08)
Expected Success and C	.89	2.65(.05)***	.11***	.10(.08)	.43(.06)***	.06*	.05(.10)
Want vs. Ought and C	.98	2.65(.05)***	.10***	.10(.08)	.13(.04)**	.02	.14(.07)*
Enjoyment and C	.97	2.65(.05)***	.10***	.10(.08)	.19(.04)***	.02	.08(.07)
Stress and C	1.00	2.65(.05)***	.10***	.10(.08)	-.05(.04)	.02	.03(.06)
Time Spent and C	.88	2.65(.05)***	.11***	.10(.08)	.31(.05)***	.06**	-.01(.08)
Environment and C	.93	2.65(.05)***	.11***	.10(.08)	.25(.05)***	.07**	.07(.09)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; C = Conscientiousness;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample, τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the mean goal appraisal-attainment slope within persons; τ_{11} is the variance around the within person slopes; γ_{11} is the effect that the trait has on the mean goal appraisal-attainment slope for the sample.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

Goal appraisals are person centered and C is grand centered.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 21
Multilevel Models of Goal Attainment: Goal Appraisals (L1) and Neuroticism (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : N (SE)	γ_{10} : Goal Appraisal (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Importance	.95	2.65(.05)***	.11***		.17(.05)***	.05*	
Expected Success	.89	2.65(.05)***	.11***		.43(.06)***	.06*	
Want vs. Ought	.98	2.65(.05)***	.10***		.13(.04)**	.02	
Enjoyment	.97	2.65(.05)***	.10***		.19(.04)***	.02	
Stress	1.00	2.65(.05)***	.10***		-.04(.04)	.02	
Time Spent	.88	2.65(.05)***	.11***		.31(.05)***	.06**	
Environment	.93	2.65(.05)***	.11***		.25(.05)***	.06**	
L1 and L2 Predictors							
Importance and N	.96	2.65(.05)***	.11***	-.06(.06)	.17(.05)***	.05*	.09(.06)
Expected Success and N	.89	2.65(.05)***	.11***	-.06(.06)	.44(.05)***	.04	.15(.07)*
Want vs. Ought and N	.98	2.65(.05)***	.10***	-.06(.06)	.13(.04)**	.02	.10(.05)
Enjoyment and N	.97	2.65(.05)***	.10***	-.06(.06)	.19(.04)***	.02	-.00(.05)
Stress and N	.99	2.65(.05)***	.10***	-.06(.06)	-.04(.04)	.01	.11(.05)*
Time Spent and N	.89	2.65(.05)***	.11***	-.06(.06)	.31(.05)***	.05**	.13(.06)*
Environment and N	.93	2.65(.05)***	.11***	-.06(.06)	.25(.05)***	.07**	.02(.06)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; N = Neuroticism;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample, τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the mean goal appraisal-attainment slope within persons; τ_{11} is the variance around the within person slopes; γ_{11} is the effect that the trait has on the mean goal appraisal-attainment slope for the sample.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

Goal appraisals are person centered and N is grand centered.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 22
 Multilevel Models of Goal Attainment: Goal Appraisals (L1) and Openness (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : O (SE)	γ_{10} : Goal Appraisal (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Importance	.95	2.65(.05)***	.11***		.17(.05)***	.05*	
Expected Success	.89	2.65(.05)***	.11***		.43(.06)***	.06*	
Want vs. Ought	.98	2.65(.05)***	.10***		.13(.04)**	.02	
Enjoyment	.97	2.65(.05)***	.10***		.19(.04)***	.02	
Stress	1.00	2.65(.05)***	.10***		-.04(.04)	.02	
Time Spent	.88	2.65(.05)***	.11***		.31(.05)***	.06**	
Environment	.93	2.65(.05)***	.11***		.25(.05)***	.06**	
L1 and L2 Predictors							
Importance and O	.96	2.65(.05)***	.11***	.07(.09)	.17(.05)***	.04*	-.20(.09)*
Expected Success and O	.89	2.65(.05)***	.11***	.07(.09)	.44(.06)***	.06	-.09(.10)
Want vs. Ought and O	.98	2.65(.05)***	.10***	.07(.09)	.13(.04)**	.01	-.23(.07)**
Enjoyment and O	.97	2.65(.05)***	.11***	.07(.09)	.19(.04)***	.02	.01(.07)
Stress and O	.99	2.65(.05)***	.10***	.07(.09)	-.05(.04)	.01	-.15(.07)*
Time Spent and O	.88	2.65(.05)***	.11***	.07(.09)	.31(.05)***	.06**	-.14(.08)
Environment and O	.93	2.65(.05)***	.11***	.07(.09)	.25(.05)***	.06**	-.10(.09)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; O = Openness;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample, τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the mean goal appraisal-attainment slope within persons; τ_{11} is the variance around the within person slopes; γ_{11} is the effect that the trait has on the mean goal appraisal-attainment slope for the sample.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

Goal appraisals are person centered and O is grand centered.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 23

Multilevel Models of Goal Attainment: Goal Content (L1) and Extraversion (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : E (SE)	γ_{10} : Goal Content (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Academics	.97	2.62(.05)***	.11***		.16(.11)	.27	
Social Relationships	.99	2.57(.06)***	.13***		.27(.08)***	.04	
Financial Concerns	.98	2.67(.05)***	.10***		-.19(.14)	.34*	
Health	1.00	2.68(.05)***	.12***		-.26(.11)*	.14	
Organizational	1.01	2.66(.05)***	.10***		-.27(.15)	.04	
Affect Control	1.00	2.69(.05)***	.10***		-.30(.10)**	.02	
Independence	1.01	2.64(.05)***	.10***		.16(.20)	.05	
Religious/Moral	1.01	2.63(.05)***	.10		.24(.15)	.16	
L1 and L2 Predictors							
Academics and E	.98	2.62(.05)***	.11***	.10(.06)	.16(.11)	.27*	-.04(.13)
Social Relationships and E	.99	2.57(.06)***	.13***	.07(.07)	.27(.08)***	.05	.07(.10)
Financial Concerns and E	.98	2.67(.05)***	.09***	.12(.06)*	-.19(.14)	.34*	-.19(.16)
Health and E	1.00	2.68(.05)***	.11***	.12(.06)*	-.26(.11)*	.11	-.24(.13)
Organizational and E	1.01	2.66(.05)***	.09***	.09(.06)	-.26(.15)	.07	.07(.16)
Affect Control and E	1.00	2.69(.05)***	.09***	.07(.06)	-.31(.10)**	.02	.21(.13)
Independence and E	1.01	2.64(.05)***	.10***	.10(.06)	.18(.20)	.07	.03(.21)
Religious/Moral and E	1.01	2.63(.05)***	.10	.09(.06)	.23(.16)	.20	.09(.20)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; E = Extraversion and was grand centered;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample; τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the difference between the mean goal attainment for the specified content domain and other domains; τ_{11} is the variance around the difference; γ_{11} is the interaction effect between the trait and goal content.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 24
 Multilevel Models of Goal Attainment: Goal Content (L1) and Agreeableness (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : A (SE)	γ_{10} : Goal Content (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Academics	.97	2.62(.05)***	.11***		.16(.11)	.27	
Social Relationships	.99	2.57(.06)***	.13***		.27(.08)***	.04	
Financial Concerns	.98	2.67(.05)***	.10***		-.19(.14)	.34*	
Health	1.00	2.68(.05)***	.12***		-.26(.11)*	.14	
Organizational	1.01	2.66(.05)***	.10***		-.27(.15)	.04	
Affect Control	1.00	2.69(.05)***	.10***		-.30(.10)**	.02	
Independence	1.01	2.64(.05)***	.10***		.16(.20)	.05	
Religious/Moral	1.01	2.63(.05)***	.10		.24(.15)	.16	
L1 and L2 Predictors							
Academics and A	.98	2.62(.05)***	.11*	.01(.08)	.16(.11)	.26	-.13(.16)
Social Relationships and A	.99	2.57(.06)***	.13***	.01(.08)	.28(.08)***	.04	-.14(.12)
Financial Concerns and A	.98	2.67(.05)***	.10***	-.01(.07)	-.19(.14)	.36*	-.11(.21)
Health and A	.99	2.68(.05)***	.12***	-.08(.08)	-.24(.11)*	.10	.41(.16)**
Organizational and A	1.00	2.66(.05)***	.10***	-.04(.07)	-.29(.15)*	.03	.33(.25)
Affect Control and A	1.00	2.69(.05)***	.09***	-.01(.07)	-.31(.10)**	.02	-.12(.16)
Independence and A	1.01	2.64(.05)***	.10***	-.03(.07)	.17(.20)	.10	.27(.30)
Religious/Moral and A	1.01	2.63(.05)***	.11	-.02(.08)	.24(.16)	.19	.07(.22)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; A = Agreeableness and was grand centered;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample; τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the difference between the mean goal attainment for the specified content domain and other domains; τ_{11} is the variance around the difference; γ_{11} is the interaction effect between the trait and goal content.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 25
Multilevel Models of Goal Attainment: Goal Content (L1) and Conscientiousness (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : C (SE)	γ_{10} : Goal Content (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Academics	.97	2.62(.05)***	.11***		.16(.11)	.27	
Social Relationships	.99	2.57(.06)***	.13***		.27(.08)***	.04	
Financial Concerns	.98	2.67(.05)***	.10***		-.19(.14)	.34*	
Health	1.00	2.68(.05)***	.12***		-.26(.11)*	.14	
Organizational	1.01	2.66(.05)***	.10***		-.27(.15)	.04	
Affect Control	1.00	2.69(.05)***	.10***		-.30(.10)**	.02	
Independence	1.01	2.64(.05)***	.10***		.16(.20)	.05	
Religious/Moral	1.01	2.63(.05)***	.10		.24(.15)	.16	
L1 and L2 Predictors							
Academics and C	.97	2.62(.05)***	.11***	.08(.09)	.16(.11)	.27	.18(.19)
Social Relationships and C	.99	2.57(.06)***	.12***	.16(.10)	.27(.08)***	.04	-.19(.13)
Financial Concerns and C	.98	2.67(.05)***	.10***	.07(.09)	-.18(.13)	.32*	.39(.25)
Health and C	1.00	2.68(.05)***	.12***	.13(.09)	-.26(.11)*	.14	-.26(.20)
Organizational and C	1.01	2.66(.05)***	.10***	.10(.09)	-.28(.15)	.05	-.10(.26)
Affect Control and C	1.00	2.69(.05)***	.09***	.10(.09)	-.31(.10)**	.02	.12(.18)
Independence and C	1.01	2.64(.05)***	.10***	.10(.08)	.16(.20)	.06	.06(.42)
Religious/Moral and C	1.01	2.63(.05)***	.10	.11(.09)	.23(.16)	.19	-.24(.29)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; C = Conscientiousness and was grand centered;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample; τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the difference between the mean goal attainment for the specified content domain and other domains; τ_{11} is the variance around the difference; γ_{11} is the interaction effect between the trait and goal content.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 26
Multilevel Models of Goal Attainment: Goal Content (L1) and Neuroticism (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : N (SE)	γ_{10} : Goal Content (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Academics	.97	2.62(.05)***	.11***		.16(.11)	.27	
Social Relationships	.99	2.57(.06)***	.13***		.27(.08)***	.04	
Financial Concerns	.98	2.67(.05)***	.10***		-.19(.14)	.34*	
Health	1.00	2.68(.05)***	.12***		-.26(.11)*	.14	
Organizational	1.01	2.66(.05)***	.10***		-.27(.15)	.04	
Affect Control	1.00	2.69(.05)***	.10***		-.30(.10)**	.02	
Independence	1.01	2.64(.05)***	.10***		.16(.20)	.05	
Religious/Moral	1.01	2.63(.05)***	.10		.24(.15)	.16	
L1 and L2 Predictors							
Academics and N	.98	2.62(.05)***	.10***	-.11(.07)	.16(.10)	.22	.30(.14)*
Social Relationships and N	.99	2.57(.06)***	.13***	-.05(.07)	.27(.08)***	.05	-.04(.10)
Financial Concerns and N	.98	2.67(.05)***	.10***	-.08(.06)	-.19(.14)	.36*	.07(.19)
Health and N	1.00	2.68(.05)***	.12***	-.07(.07)	-.26(.11)*	.13	.15(.15)
Organizational and N	1.01	2.66(.05)***	.10***	-.06(.06)	-.27(.15)	.05	-.01(.21)
Affect Control and N	1.00	2.69(.05)***	.09***	-.02(.06)	-.29(.10)**	.01	-.25(.13)
Independence and N	1.01	2.64(.05)***	.10***	-.06(.06)	.20(.20)	.07	-.26(.34)
Religious/Moral and N	1.00	2.63(.05)***	.11	-.05(.06)	.27(.16)	.24	-.26(.21)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; N = Neuroticism and was grand centered;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample; τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the difference between the mean goal attainment for the specified content domain and other domains; τ_{11} is the variance around the difference; γ_{11} is the interaction effect between the trait and goal content.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 27

Multilevel Models of Goal Attainment: Goal Content (L1) and Openness (L2) as Predictors

Model	σ^2 : Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : O (SE)	γ_{10} : Goal Content (SE)	τ_{11} : Slope Variance	γ_{11} : Interaction Effect (SE)
Intercept	1.01	2.65(.05)***	.10***				
L1 Predictors							
Academics	.97	2.62(.05)***	.11***		.16(.11)	.27	
Social Relationships	.99	2.57(.06)***	.13***		.27(.08)***	.04	
Financial Concerns	.98	2.67(.05)***	.10***		-.19(.14)	.34*	
Health	1.00	2.68(.05)***	.12***		-.26(.11)*	.14	
Organizational	1.01	2.66(.05)***	.10***		-.27(.15)	.04	
Affect Control	1.00	2.69(.05)***	.10***		-.30(.10)**	.02	
Independence	1.01	2.64(.05)***	.10***		.16(.20)	.05	
Religious/Moral	1.01	2.63(.05)***	.10		.24(.15)	.16	
L1 and L2 Predictors							
Academics and O	.98	2.62(.05)***	.10***	.17(.09)	.15(.10)	.17	-.54(.19)**
Social Relationships and O	.99	2.57(.06)***	.13***	-.05(.10)	.27(.08)***	.03	.36(.14)**
Financial Concerns and O	.98	2.67(.05)***	.10***	.09(.09)	-.19(.14)	.35*	-.16(.25)
Health and O	1.00	2.68(.05)***	.12***	.09(.10)	-.26(.11)*	.13	-.21(.21)
Organizational and O	1.01	2.66(.05)***	.10***	.08(.09)	-.27(.15)	.04	-.26(.29)
Affect Control and O	1.00	2.69(.05)***	.09***	.02(.09)	-.31(.10)**	.02	.39(.19)*
Independence and O	1.01	2.64(.05)***	.10***	.07(.09)	.16(.20)	.10	.02(.37)
Religious/Moral and O	1.00	2.63(.05)***	.11	.05(.09)	.25(.15)	.17	.50(.33)

Note. L1 = Level 1; L2 = Level 2; $N = 89$; O = Openness and was grand centered;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample; τ_{00} is the variance around the intercept; γ_{01} is effect that the trait has on goal attainment; γ_{10} is the difference between the mean goal attainment for the specified content domain and other domains; τ_{11} is the variance around the difference; γ_{11} is the interaction effect between the trait and goal content.

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 28
Multilevel Models of Goal Attainment: Setbacks as (L2) Predictors

Setback	σ^2 :Residual Within- Subject Variance	γ_{00} : Intercept (SE)	τ_{00} : Intercept Variance	γ_{01} : Setback (SE)
Intercept	1.01	2.65(.05)***	.10***	
All Setbacks	1.01	2.65(.05)***	.10***	-.03(.02)
Academic or Occupational	1.01	2.65(.05)***	.10***	-.12(.05)*
Social Relationships	1.01	2.65(.05)***	.10***	-.03(.04)
Financial Concerns	1.01	2.65(.05)***	.10***	.05(.05)
Health	1.01	2.65(.05)***	.10***	-.04(.08)
Organizational	1.01	2.65(.05)***	.10***	.10(.10)
Affect Control	1.01	2.65(.05)***	.10***	-.05(.06)
Religious or Moral	1.01	2.65(.05)***	.10***	-.13(.07)

Note. L2 = Level 2; $N = 89$;

σ^2 is the within-person variance in goal attainment; γ_{00} is the mean goal attainment for the sample; τ_{00} is the variance around the intercept; γ_{01} is effect that experiencing the setback has on goal attainment;

Significance of coefficients was tested by t ratio (coefficients divided by the standard error). Significance of variance terms was tested with chi-square.

** $p < .01$; *** $p < .001$.

Table 29
Correlations among Setbacks and Goal Attainment by Content Domains

Content Domain	N	Type of Setback						
		Ac/Oc	Soc	Fin	Hlth	Org	Aff	Rel/Mor
Academic or Occupational	88	-.27**	-.08	.01	-.11	-.10	.14	.00
Social Relationship	87	-.19	-.12	.09	-.02	-.02	.02	-.09
Financial	64	.10	-.06	.13	-.08	.09	.13	.14
Health	77	.09	.17	.14	.12	.24*	.08	.03
Organizational	43	-.20	.09	-.08	-.25	-.16	-.09	-.02
Affect Control	67	-.13	.05	.04	.05	-.10	.08	-.28*
Religious or Moral	47	-.20	-.03	.12	.06	-.16	.05	-.45**

Note. Ac/Oc = Academic or occupational goals; Soc = Social Relationship; Fin = Financial; Org = Organizational; Aff = Affect control; Rel/Mor = Religious or moral.

* p < .05; ** p < .01.

Table 30

Second Regression Coefficients in Regressed Change Models Predicting Change in SWL from Personality Traits

Predictors	<i>R</i>	<i>Beta</i>	<i>SE</i>
Extraversion	.49***	.08	.13
Agreeableness	.49***	-.06	.17
Conscientiousness	.50***	.14	.19
Neuroticism	.52***	.19*	.14
Openness	.48***	.01	.21

Note. *N* = 89; SWL = Satisfaction with Life.

Each row in the table represents a different model and in every model SWL at Time 1 is used as a covariate and is the first predictor in the model.

Each trait was entered as a second predictor.

* *p* < .05; *** *p* < .001.

Table 31

Second Regression Coefficients in Regressed Change Models Predicting Change in SWL from the Number of Setbacks Students Experienced

Predictors	<i>R</i>	<i>Beta</i>	<i>SE</i>
All setbacks	.51***	-.15	.04
Academic setbacks	.53***	-.23*	.11
Failed a course	.50***	-.13	.23
Did poorly in a course assignment/exam	.48***	-.01	.35
Placed on academic probation	.53***	-.21*	.23
Realized my career goal is unrealistic	.54***	-.23**	.40
Social relationship setbacks	.48***	-.01	.09
Death of family member	.49***	-.03	.27
Death of a friend	.49***	.07	.31
Ended romantic relationship	.52***	-.18	.24
Experienced significant family discord	.48***	-.01	.27
Experienced peer disapproval/loss of respect from peer(s)	.50***	.11	.25
Lost (not from death) a friend	.49***	.06	.23
Denied membership/participation in school or community group/organization	.49***	-.07	.36
Financial setbacks	.52***	-.18	.12
Lost or damaged property	.50***	-.10	.23
Financial difficulty	.49***	-.10	.22
Lost financial support	.52***	-.18	.36
Health setbacks	.48***	-.02	.18
Physical injury	.49***	-.04	.25
Experienced excessive weight gain	.48***	.02	.28
Organizational	.49***	-.08	.14
Missed an important appointment	.51***	-.16	.25
Failed to complete a task	.48***	.01	.22
Affect Control	.50***	.11	.22
Weekend/vacation plans fell through	.50***	.11	.22
Moral and religious	.48***	-.01	.17
Failed to maintain my values	.51***	-.15	.26
Failed to maintain a religious commitment	.50***	.12	.24

Note. $N = 89$; SWL = Satisfaction with Life.

Each row in the table represents a different model and in every model SWL at Time 1 is used as a covariate and is the first predictor in the model. Each trait was entered as a second predictor.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table 32

Second Regression Coefficients in Regressed Change Models Predicting Change in SWL from Goal Choices

Goal Content	<i>R</i>	<i>Beta</i>	<i>SE</i>
Academic/Occupational	.49***	-.03	1.05
Social Relationship	.49***	-.09	.74
Financial Concerns	.52***	-.19*	.24
Health	.49***	.09	.32
Organizational	.48***	-.00	.22
Affect Control	.48***	.02	.26
Independence	.49***	.07	.25
Religious or Moral	.49***	.10	.22

Note. $N = 89$; SWL = Satisfaction with Life.

Each row in the table represents a different model and in every model SWL at Time 1 is used as a covariate and is the first predictor in the model. Each trait was entered as a second predictor.

* $p < .05$; *** $p < .001$.

Table 33

Second Regression Coefficients in Regressed Change Models Predicting Change in SWL from Goal Attainment, by Goal Category

Goal Category	<i>N</i>	<i>R</i>	<i>Beta</i>	<i>SE</i>
All goals	89	.58***	.31***	.23
Academic or Occupational	88	.53***	.22*	.12
Social Relationships	87	.54***	.21*	.16
Financial	64	.56***	.22*	.12
Health	77	.47***	-.13	.13
Organizational	43	.39*	.05	.18
Affect Control	67	.57***	.17	.15
Independence	47	.34	.19	.20
Religious or Moral	88	.43*	.12	.13

Note. *N* = 89; SWL = Satisfaction with Life.

Each row in the table represents a different model and in every model SWL at Time 1 is used as a covariate and is the first predictor in the model. Each trait was entered as a second predictor.

* *p* < .05; *** *p* < .001.

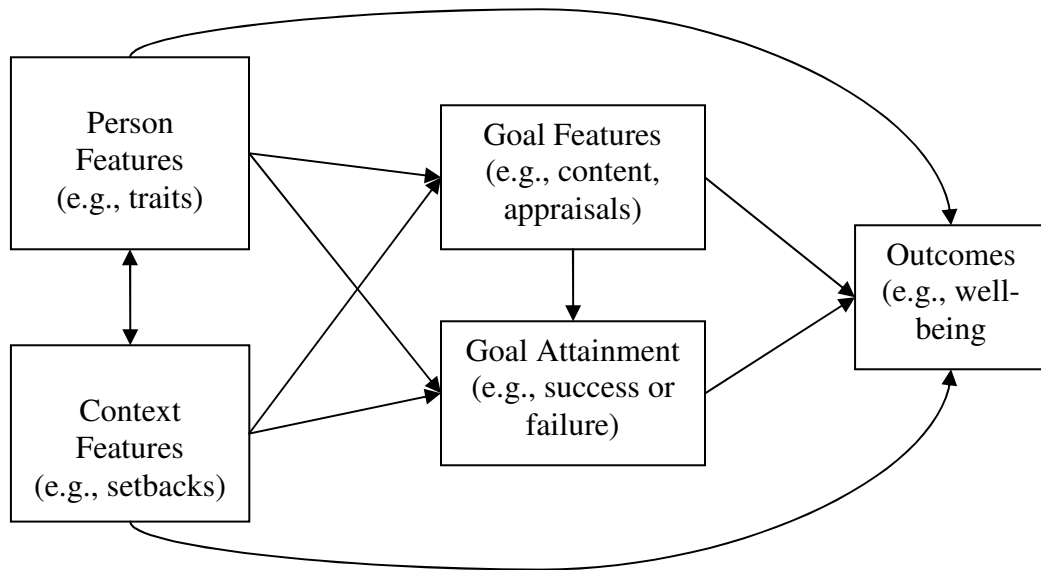


Figure 1. The Personal Goal Attainment Model

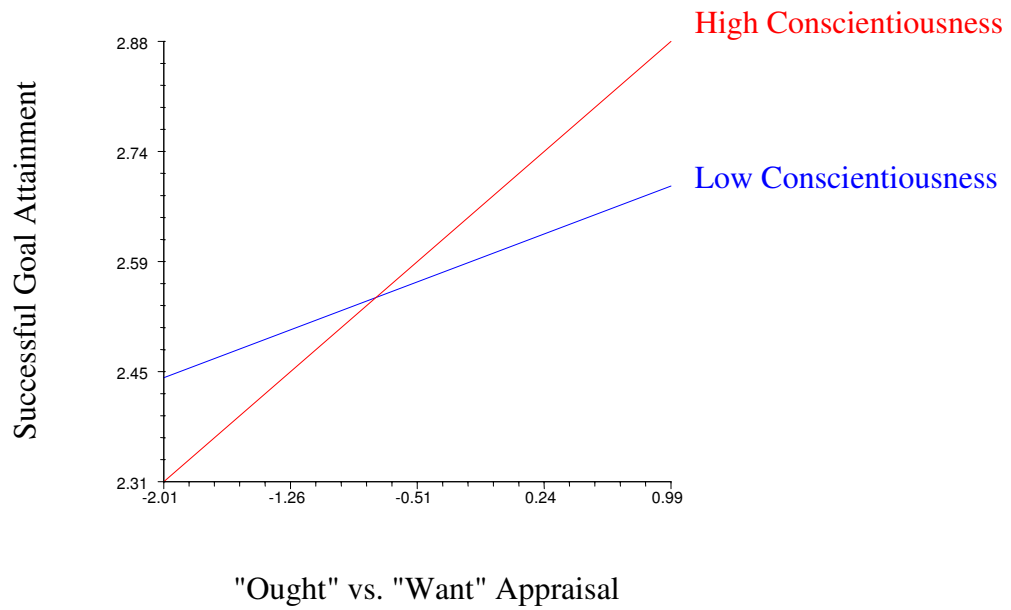


Figure 2. HLM graph showing that conscientiousness predicts the association between wanting goals personally rather than feeling obligated to attain them and goal attainment.

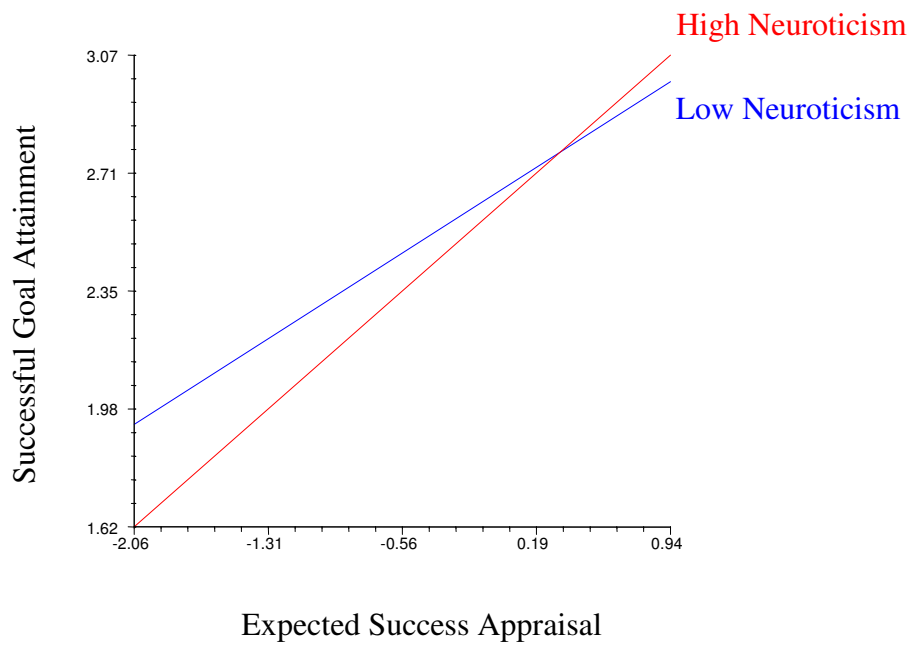


Figure 3. HLM graph showing that neuroticism predicts the association between expected goal attainment and actual goal attainment.

Appendix A

Consent form

Goals, Personality, and Life Experiences

Investigators: Tierra S. Stimson Email: tstim001@ucr.edu
Daniel J. Ozer Email: daniel.ozier@ucr.edu / Phone 827-5211

This study concerns the personal goals and intentions each person has and how these relate to personal characteristics, behavior, life history, interpersonal relations, and work history. The questionnaire we have for you today will take approximately two hours to complete and will be conducted in the Psychology Department at the University of California, Riverside.

In this study, you will be asked to respond to a variety of questions having to do with your goals and life experiences, and you will be asked to describe yourself and your relationship with your family and friends. You will also be asked questions about your prior experiences at school and at work. The purpose of this research is to describe how goals are related to life experiences, personal characteristics, and behavior.

The written information you give us may be presented to other individuals. If this occurs, no information which identifies you as the original subject will be available to later reviewers. All information will be identified solely by a number (not your name). In any reports of our findings, we will discuss groups of people, not individuals. We will answer any questions you may have about the purpose of this study before, during, or after the study.

Participation is voluntary. You may refuse to answer any question and at your request, any or all information you provide can be destroyed and you will retain full credit for participation. You will receive 2 hours of research participation credit at the completion of the session. If you have questions about your rights as research participant you may contact the UCR Office of Research Integrity at (951) 827-4811 or via email at irb@ucr.edu.

If you have any questions please ask the research assistant at any time.

I have read the above and agree to participate.

(Sign)

(Print)

Personal Data Page

Age: _____

Sex: _____ Male _____ Female

Ethnicity: _____
(Please Print)

How many units are you currently enrolled in? (check one)

- _____ 0- 6 units
- _____ 7- 12 units
- _____ 12-16 units
- _____ more than 16 units

Using the scale below, fill in the responses that best approximates the amount of support that you get to meet your college expenses, from each of the seven sources.

None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
1	2	3	4	5	6

1. _____ Self (job, savings, etc.)
2. _____ Parents
3. _____ Spouse or partner
4. _____ Employer support
5. _____ Scholarships and grants
6. _____ Loans
7. _____ Other sources

What is your major at UCR? _____
(Please Print)

At what age did you become reasonably certain that you would attend a college or university? _____

What was your high-school Grade-Point Average? _____

Where do you currently reside? (check one)

- A. With my parents
- B. Alone in a house/apartment
- C. Share a house/apartment
- D. In a dorm

How much time (in minutes) does it take you to get to school? (check one)

- A. 0-15 minutes
- B. 15-30 minutes
- C. 30-45 minutes
- D. 45-60 minutes
- E. Over 60 minutes

What means of transportation gets you to school? (check one)

- A. foot
- B. bicycle
- C. car
- D. bus
- E. other

How many siblings do you have? _____

How many of your siblings go to college? _____

Are you married? (circle one) YES NO

How many children do you have? _____

Are you currently in a romantic relationship? (circle one) YES NO

Do you currently have an active social life? (check one)

- A. Agree strongly
- B. Agree a little
- C. Neither agree nor disagree
- D. Disagree a little
- E. Disagree strongly

What is your family's approximate income? (check one)

- A. Less than \$30,000
- B. Between \$30,000 - \$60,000
- C. Between \$60,000 - \$90,000
- D. Between \$90,000-\$120,000
- E. Greater than \$120,000

Are your parents married and living together? (circle one) YES NO

What is your mother's occupation? _____

What is the highest education level your mother completed? (check one)

- A. Did not complete high school
- B. Completed high school
- C. Completed some college
- D. Completed Bachelor's degree
- E. Some graduate school/professional school
- F. Completed graduate or professional school

What is your father's occupation? _____

What is the highest education level your father completed? (check one)

- A. Did not complete high school
- B. Completed high school
- C. Completed some college
- D. Completed Bachelor's degree
- E. Some graduate school/professional school
- F. Completed graduate or professional school

What is the highest degree/certificate you plan to attain or pursue? (check one)

- A. Certificate, Credential or License
- B. Bachelor's
- C. Academic Master's (MA, MS, etc.)
- D. Professional Master's (MBA, MLS, etc.)
- E. Academic doctorate (PhD)
- F. Professional Doctorate (MD, JD, EdD., etc.)

CURRENT GOALS

We are interested in peoples' goals: their motives, intentions, wishes, and desires. We are also interested in the specific things that people do to reach these goals. **Please think about the goals that are currently important to you that you can attain within this year.** For each goal that you identify, think about specific things you can do to attain the goal. These should be specific behaviors.

To help you get a better idea of what we are interested in, we have listed some goals and their related behaviors for a hypothetical middle-aged male:

Visiting my college friends.

How? by planning a trip to see them.

Be more assertive.

How? by standing up to my boss.

Spend more time with my spouse.

How? by planning a date night every month.

Growth in my religious beliefs.

How? by going on a retreat to the mountains with the men's group at my church.

Improve my health.

How? by making an appointment to see a nutritionist.

Save money for a conference.

How? by sticking to a budget for the next six months.

Improve my relationship with my wife.

How? by going on a vacation with her this year.

Get closer to my kids.

How? by attending all of their basketball games this year.

Get a promotion at work.

How? by getting a raise.

Be a better father.

How? by spending at least part of every weekend by doing things with my kids that they enjoy.

Reduce the stress in my life.

How? by taking a family vacation to Europe.

On the **next page**, please list **ten** of your current goals that can be attained within this year and related behaviors. You are first asked to write down a specific goal in the blank provided. Following the word "by:", you are then asked to provide a typical behavior you will use to help realize your goal. Please remember: These intentions and behaviors should be important to you now.

List of Current Goals:

(1) My goal is to: _____

How? by: _____

(2) My goal is to: _____

How? by: _____

(3) My goal is to: _____

How? by: _____

(4) My goal is to: _____

How? by: _____

(5) My goal is to: _____

How? by: _____

(6) My goal is to: _____

How? by: _____

(7) My goal is to: _____

How? by: _____

(8) My goal is to: _____

How? by: _____

(9) My goal is to: _____

How? by: _____

(10) My goal is to: _____

How? by: _____

Current Goal Categories Page

On this page we would like you to categorize your goals.

- 1) Go back to page 6 and read your first goal.
- 2) Find the goal category from the eight listed below that best match your goal.
- 3) Write down the number of the goal category you identified in step 2.
- 4) Repeat for all goals on pages 6 and 7.

1 = **Academic**: Includes academic studies and the academic portion of career preparation, as well as personal characteristics that clearly affect academic performance.

2 = **Social Relationships**: Includes all explicitly interpersonal aspects of life, including relationships with friends, family, and romantic partners.

3 = **Material Wealth**: Includes aspects of life related to the acquisition, retention, and maintenance of material wealth (including money and objects; also current or future employment).

4 = **Health**: Includes aspects of life related to management and/or improvement of physical health (including weight control or dietary concerns; also prevention of illness).

5 = **Organization**: Includes aspects of life related to the management of time, cleanliness, and coordination of activities.

6 = **Affect Control**: Includes aspects of life directly related to the experience of enjoyment (the pursuit of happiness and amusement) or avoidance of stress.

7 = **Independence**: Includes aspects of life related to the development of self-reliance.

8 = **Moral and Religious**: Includes aspects of life related to religious beliefs and ethical principals.

Write the category of your goals below:

Goal Number	Category	Goal Number	Category
1		6	
2		7	
3		8	
4		9	
5		10	

Current Goal Ratings

Listed below are several dimensions on which an individual's goals may vary. Read the description of each dimension and **rate each of your goals** using the scale provided.

1. **Importance:** Compared to accomplishing your other goals, how important is it to accomplish this goal?

- 4: Extremely important.
- 3: Very Important.
- 2: Moderately important.
- 1: Not very important.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

2. **Likelihood of Success:** What are the chances for you to be successful in attaining this goal?

- 4: Very Likely.
- 3: Somewhat Likely.
- 2: Somewhat Unlikely.
- 1: Unlikely.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

3. **Want vs. Ought:** Is this goal something you personally want to attain, or something that you feel you ought to accomplish?

- 4: I strongly feel this goal is something I personally want to accomplish.
- 3: I feel this goal is something I personally want to accomplish.
- 2: I feel this goal is something I ought to accomplish.
- 1: I strongly feel this goal is something I ought to accomplish.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

4. **Enjoyment:** How much do you enjoy trying to reach this goal?

- 4 = Very enjoyable
- 3 = Somewhat enjoyable
- 2 = Slightly enjoyable
- 1 = It is not at all enjoyable

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

5. **Stress:** Does working to achieve this goal cause you stress or anxiety?

4 = It is extremely stressful.

3 = It is somewhat stressful.

2 = It is slightly stressful.

1 = It is not at all stressful.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

6. **Time Spent:** How much time do you spend working to achieve this goal?

4: A large amount of time.

3: A moderate amount of time.

2: A small amount of time.

1: None at all.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

7. **Environmental opportunity:** Your environment (your living situation, other people, available money) can help you or hinder you in achieving your goals. How does your environment affect your ability to attain each goal?

4: My environment greatly helps me attain this goal.

3: My environment slightly helps me attain this goal.

2: My environment slightly hinders me to attain this goal.

1: My environment greatly hinders me to attain this goal.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 6-7) in the order you wrote them, 1 through 10).

Here are a number of characteristics that may or may not apply to you. For example, are you someone who likes to spend time with others? Please mark your response on the line provided, next to the characteristic statement. Mark only a single response for each item to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1	2	3	4	5

I see myself as someone who...

- | | |
|--|--|
| ___ 1. Is talkative | ___ 23. Tends to be lazy |
| ___ 2. Tends to find fault with others | ___ 24. Is emotionally stable, not easily upset |
| ___ 3. Does a thorough job | ___ 25. Is inventive |
| ___ 4. Is depressed, blue | ___ 26. Has an assertive personality |
| ___ 5. Is original, comes up with new ideas | ___ 27. Can be cold and aloof |
| ___ 6. Is reserved | ___ 28. Perseveres until the task is finished |
| ___ 7. Is helpful and unselfish with others | ___ 29. Can be moody |
| ___ 8. Can be somewhat careless | ___ 30. Values artistic, aesthetic experiences |
| ___ 9. Is relaxed, handles stress well | ___ 31. Is sometimes shy, inhibited |
| ___ 10. Is curious about many different things | ___ 32. Is considerate and kind to almost everyone |
| ___ 11. Is full of energy | ___ 33. Does things efficiently |
| ___ 12. Starts quarrels with others | ___ 34. Remains calm in tense situations |
| ___ 13. Is a reliable worker | ___ 35. Prefers work that is routine |
| ___ 14. Can be tense | ___ 36. Is outgoing, sociable |
| ___ 15. Is ingenious, a deep thinker | ___ 37. Is sometimes rude to others |
| ___ 16. Generates a lot of enthusiasm | ___ 38. Makes plans and follows through with them |
| ___ 17. Has a forgiving nature | ___ 39. Gets nervous easily |
| ___ 18. Tends to be disorganized | ___ 40. Likes to reflect, play with ideas |
| ___ 19. Worries a lot | ___ 41. Has few artistic interests |

___ 20. Has an active imagination

___ 21. Tends to be quiet

___ 22. Is generally trusting

___ 42. Likes to cooperate with others

___ 43. Is easily distracted

___ 44. Is sophisticated in art, music, or literature

Attitudes toward UCR

Listed below (page 12 and 13) are various statements that might be used to describe UCR. Please read each statement and rate the degree to which you agree. If you are uncertain, please respond by indicating what you expect to think as you become more familiar with UCR. Use the following scale to indicate your rating:

- ___ 01. Nearly all students here hope to achieve success in the future.
- ___ 02. Examinations here provide a genuine measure of a students' achievement and understanding.
- ___ 03. People here tend to take the easy way out when things get tough.
- ___ 04. There is a lot of competition for grades.
- ___ 05. There are many opportunities for students to get together.
- ___ 06. People who attempt discussions on serious subjects are often made to feel foolish or out of place here.
- ___ 07. There are so many things to do here that students are busy all the time.
- ___ 08. Students set high standards for themselves.
- ___ 09. When the assignments get tough, many students just won't do them.
- ___ 10. There isn't much to do here except go to classes and study.
- ___ 11. Having a good time comes first for most students.
- ___ 12. You have to act like all of the others in order to be one with the group.
- ___ 13. Most students take their school work very seriously.
- ___ 14. Most people here are well read.
- ___ 15. The college administration has little tolerance for student complaints and protests.
- ___ 16. If you are not in a group or campus organization, you're pretty much on your own here.
- ___ 17. Students put a lot of energy into everything they do- in class and out.
- ___ 18. Many people here seem to be especially considerate of others.
- ___ 19. Quite a bit of drinking goes on among students.
- ___ 20. It is hard to meet friends here because there is so little opportunity.
- ___ 21. Formal rules and regulations have a very important place here.
- ___ 22. Students who work for high grades are likely to be considered odd.
- ___ 23. Students try to be friendly, especially to newcomers.
- ___ 24. Most students and their families think of education as a preparation for earning a good living.
- ___ 25. There is a lot of dating among the students.
- ___ 26. Everyone has a lot of fun at this school.
- ___ 27. The professors really push the students' capacities to the limit.
- ___ 28. Many people play an active role in helping new students adjust to campus life.
- ___ 29. Students are more concerned about the impressions they make on other students and faculty than with learning.
- ___ 30. Students here are encouraged to be independent and individualistic.
- ___ 31. The expression of strong personal beliefs is pretty rare around here.
- ___ 32. Students have to comply with an instructor's point of view to get good grades.
- ___ 33. Students spend a lot of time with their boyfriend or girlfriend.
- ___ 34. There are frequent informal social gatherings.
- ___ 35. No one needs to be afraid about expressing extreme or unpopular viewpoints at this school.
- ___ 36. There is little sympathy here for individuals who have ambitious daydreams about the future.
- ___ 37. People here speak up openly and freely.
- ___ 38. Students are expected to be mature enough to accept criticism from the faculty.
- ___ 39. Students rarely get drunk and disorderly.
- ___ 40. People here often get involved in long, serious intellectual discussion.
- ___ 41. Teachers get annoyed when students disagree with them during classroom discussion.
- ___ 42. There is a lot of interest here in learning for its own sake rather than just for grades or for graduation credit.
- ___ 43. The faculty and administration are often joked about or criticized (in student conversations).

- ___ 44. Quite frequently students will get together and talk about things they have learned in class.
- ___ 45. Most students have goals which emphasize job security, family happiness and good citizenship.
- ___ 46. Everyone here has pretty much the same attitudes, opinions and beliefs.
- ___ 47. People here are always trying to win an argument.
- ___ 48. Students take a great deal of pride in their personal appearance.
- ___ 49. People are made to feel inadequate here for admitting they don't know the answers.
- ___ 50. Students are actively concerned about national and international affairs.
- ___ 51. Students here make every effort to enjoy leisure activities.
- ___ 52. Standards set by the professors are not particularly hard to achieve.
- ___ 53. Criticisms of administrative policies and teaching practices are encouraged.
- ___ 54. There are many opportunities to get involved in community service.
- ___ 55. There is a real feeling of belonging.
- ___ 56. Students have an opportunity to explore their cultural identities.
- ___ 57. Everyone is respectful of student diversity.
- ___ 58. I am very satisfied with the courses I have taken at UCR.
- ___ 59. I am very satisfied with the social life at UCR.
- ___ 60. I am very satisfied with the activities/events on campus (e.g., concerts, plays).
- ___ 61. I am very satisfied with the academic services on campus (e.g., tutoring, career guidance).
- ___ 62. Overall, I am very satisfied with UCR.

Place an X in the box that best describes the degree to which you agree/disagree with the following statements.

Statements	1 strongly disagree	2 disagree	3 slightly disagree	4 neither agree nor disagree	5 slightly agree	6 agree	7 strongly agree
In most ways my life is close to my ideal.							
The conditions of my life are excellent.							
I am satisfied with my life.							
So far I have gotten the important things I want in life.							
If I could live my life over, I would change almost nothing.							

Here are a number of characteristics that may or may not apply to you. Please mark your response on the line provided, next to the characteristic statement. Mark only a single response for each item to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Agree a little	Agree strongly
1	2	3	4

- ___ 01. If I think something unpleasant is going to happen I usually get pretty “worked up.”
- ___ 02. I worry about making mistakes.
- ___ 03. Criticism or scolding hurts me quite a bit.
- ___ 04. I feel pretty worried or upset when I think or know somebody is angry at me.
- ___ 05. Even if something bad is about to happen to me, I rarely experience fear or nervousness.
- ___ 06. I feel worried when I think I have done poorly at something.
- ___ 07. I have very few fears compared to my friends.
- ___ 08. When I get something I want, I feel excited and energized.
- ___ 09. When I’m doing well at something, I love to keep at it.
- ___ 10. When good things happen to me, it affects me strongly.
- ___ 11. It would excite me to win a contest.
- ___ 12. When I see an opportunity for something I like, I get excited right away.
- ___ 13. When I want something, I usually go all-out to get it.
- ___ 14. I go out of my way to get things I want.
- ___ 15. If I see a chance to get something I want, I move on it right away.
- ___ 16. When I go after something I use a “no holds barred” approach.
- ___ 17. I will often do things for no other reason than that they might be fun.
- ___ 18. I crave excitement and new sensations.
- ___ 19. I’m always willing to try something new if I think it will be fun.
- ___ 20. I often act on the spur of the moment.

Here is a list of goals that may or may not be **currently** important to you. Using the scale, below, please rate the **current importance** of each goal. Some of these goals may have been important in the past, or you may anticipate that they will be important in the future; but here we are only interested in how important each goal is to you **currently**. Again, please mark your responses on the lines provided, marking only a single response for each item.

This is not one of my goals currently 1	Not an important goal currently 2	Somewhat important goal currently 3	Quite an important goal currently 4	Among my most important goals currently 5
--	---	--	--	--

How important is the goal. . .

- | | |
|---|--|
| <p>___ 01 - Spend more time studying</p> <p>___ 02 - Be more organized</p> <p>___ 03 - Get more sleep</p> <p>___ 04 - Maintain or improve my relationship with parents and/or siblings</p> <p>___ 05 - Enjoy thrilling activities (e.g., skydiving, hang-gliding, etc.)</p> <p>___ 06 - Find or improve short-term employment</p> <p>___ 07 - Be more self-sufficient</p> <p>___ 08 - Play a sport or improve sports ability</p> <p>___ 09 - Take care of a specific and/or chronic health problem</p> <p>___ 10 - Do good for my community</p> <p>___ 11 - Plan my academic future</p> <p>___ 12 - Be less dependent on or influenced by others</p> <p>___ 13 - Observe the tenets of my religion</p> <p>___ 14 - End a romantic relationship</p> <p>___ 15 - Have a better diet</p> <p>___ 16 - Make new friends</p> <p>___ 17 - Afford to purchase a desired item for myself</p> <p>___ 18 - Maintain or improve a romantic relationship</p> <p>___ 19 - Maintain or improve my appearance</p> <p>___ 20 - Be a better (i.e., more ethical or moral) person</p> <p>___ 21 - Complete a specific household task (not academic or work-related)</p> <p>___ 22 - Find a romantic partner</p> <p>___ 23 - Increase my current income</p> | <p>___ 24 - Help my friend(s)</p> <p>___ 25 - Be punctual</p> <p>___ 26 - Provide financially assistance to a friend or community</p> <p>___ 27 - Lose weight</p> <p>___ 28 - Enjoy learning something new</p> <p>___ 29 - Maintain or improve my relationship with friends</p> <p>___ 30 - Budget my money better</p> <p>___ 31 - Participate more in sports, recreation, arts, or hobbies</p> <p>___ 32 - Save money</p> <p>___ 33 - Experience spiritual growth</p> <p>___ 34 - Get in better shape</p> <p>___ 35 - Improve my academic skills (e.g., learn how to study more effectively)</p> <p>___ 36 - Use my time more effectively</p> <p>___ 37 - Have more fun in my life</p> <p>___ 38 - Do things for myself</p> <p>___ 39 - Travel to new places</p> <p>___ 40 - Do well in school</p> <p>___ 41 - Reduce the stress in my life</p> <p>___ 42 - Reduce consumption of drugs, alcohol, or tobacco</p> <p>___ 43 - Help my parents or siblings</p> <p>___ 44 - Spend more time relaxing</p> <p>___ 45 - Be less shy, more talkative</p> <p>___ 46 - Be more assertive, self confident</p> <p>___ 47 - Stop worrying so much</p> <p>___ 48 - Finish a course assignment</p> <p>___ 49 - Participate in my social community</p> <p>___ 50 - Find direction or meaning in life</p> |
|---|--|

___ 51 - Live independently from my parents
___ 52 - Control my temper
___ 53 - Improve my current financial situation

___ 54 - Maintain or strengthen my faith
and/or religious beliefs
___ 55 - Help my romantic partner
___ 56 - Figure out what my goals really are

Life History

Some of the following questions will be related to your childhood while some will ask you about present circumstances relating to family life, social relationships, school and community, and religion and ethnicity. Questions that ask about your mother/father are referring to the primary maternal/paternal figures in your life. Please read each answer carefully and mark your response on the line provided, next to the statement. Mark only a single response for each item to indicate the extent to which you agree or disagree with that statement.

Disagree Strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

Family Life

01. ___ I got along well with my mother.
02. ___ I got along well with my father.
03. ___ My mother and father got along well with each other.
04. ___ My father's work was important to him.
05. ___ My mother's work was important to her.
06. ___ My father's work kept him away from home while I was growing up.
07. ___ My mother's work kept her away from home while I was growing up.
08. ___ I admire my parents' accomplishments.
09. ___ Family vacations were an important part of my childhood.
10. ___ I got along well with my sibling(s).
11. ___ For the most part, I enjoyed growing up in my family.
12. ___ There were numerous enjoyable family events and traditions while I was growing up.
13. ___ My extended family got together frequently.
14. ___ I was close to at least a few members of my extended family.
15. ___ There were important things that I wanted that my family could not afford.
16. ___ My family moved around a lot while I was growing up.
17. ___ I often entertained friends at my home.
18. ___ When I had difficulty with homework, there was always at least one family member that could help me.
19. ___ I felt safe at home.
20. ___ I frequently competed with friends and family members.
21. ___ My parents had high expectations for me.

22. ___ My family thought school was important for me.
23. ___ My values differ from the values of my parents.
24. ___ My family disagrees about politics or religion.
25. ___ While I was growing up my physical health was generally good.

Peer/Romantic Relations

26. ___ I dated regularly while in high school.
27. ___ In high school, I was in a romantic relationship.
28. ___ I currently have an active social life.
29. ___ Growing up, I had a very active social life.
30. ___ There has always been someone who was my "best friend."
31. ___ Compared to my friends, I spent a lot of time alone.

School/Community

32. ___ I was active in school clubs and organizations.
33. ___ I usually enjoyed school.
34. ___ I participated in organized sports while growing up.
35. ___ When I was growing up, I knew my neighbors well.
36. ___ I would have preferred to live in a slower-paced community.
37. ___ I would have preferred to live in a faster-paced community.

38. ____ There were many community or school programs available to me.
39. ____ I had a reliable source of transportation.
40. ____ My school education supplied me with enough resources (materials, tutoring, counseling).
41. ____ I grew up in a safe community.
42. ____ When I was growing up, I had opportunity to meet many different kinds of people.

Religion/Ethnicity

43. ____ My ethnicity influenced my choice of friends.
44. ____ Religious traditions were important to my family.
45. ____ My religion influenced my choice of friends.
46. ____ Religion was an important part of my home experience.
47. ____ My cultural background importantly influences my current values.
48. ____ My religion is very important to me.
49. ____ My ethnicity is very important to me.

The following questions are related to ways you may or may not spend your time. Please read each answer carefully and mark your response on the line provided, next to the statement. Mark only a single response for each item to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1	2	3	4	5

- ___ 01. Do you ever have trouble organizing the things you have to do?
- ___ 02. Do you ever find that time just seems to slip away?
- ___ 03. Do you often feel that your life is aimless, with no definite purpose?
- ___ 04. Many of us tend to daydream about the future. Do you find this happening to you?
- ___ 05. Once you've started an activity do you persist at it until you've completed it?
- ___ 06. Do you ever feel that the things you have to do during the day just don't seem to matter?
- ___ 07. Do you plan your activities from day to day?
- ___ 08. Do you find that during the day you are often not sure what to do next?
- ___ 09. Do you take a long time to "get going"?
- ___ 10. Do you tend to change rather aimlessly from one activity to another during the day?
- ___ 11. Do you give up easily once you've started something?
- ___ 12. Do you plan your activities so that they fall into a particular pattern during the day?
- ___ 13. Could you tell how many useful hours you put in last week?
- ___ 14. Do you get bored with your day-to-day activities?
- ___ 15. Looking at a typical day in your life, do you think that most things you do have some purpose?
- ___ 16. Do your main activities during the day fit together in a structured way?
- ___ 17. Do you have any difficulty in finishing activities once you've started them?
- ___ 18. Do you spend time thinking about opportunities that you have missed?
- ___ 19. Do you ever feel that the way you fill your time has little use or value?
- ___ 20. Do you spend time thinking about what your future might be like?

Current Work History

Outside of your student role, what is your occupational status? (Check one)

- Employed full-time (35 or more hours per week)
- Employed part-time
- Not employed, but seeking work
- Not employed, and not seeking work

How many paying jobs do you currently have? _____

What is your primary job? _____

How far (in miles) is your primary job from your residence? _____

Is your primary job on- or off-campus? (Circle one) On-Campus Off-Campus

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? (check one)

- None; I don't have a job
- 1-10 hours a week
- 11-20 hours a week
- 21-30 hours a week
- 31-40 hours a week
- More than 40 hours a week

What are your career aspirations? What do you want to be? What do you want to do?

Does your primary job relate to your career aspirations? If so, how does your primary job relate to your career aspirations?

Debriefing Statement

Goals, Personality, and Life Experiences

Investigators: Tierra S. Stimson Email: tstim001@ucr.edu
Daniel J. Ozer Email: daniel.ozier@ucr.edu / Phone 827-5211

Thank you for your participation in this study. In completing our questionnaires, you told us about your goals and life experiences and described yourself. You also described your relationship with your family and friends and about your past experiences at school.

The goal of this research experiment was to answer the following questions: 1) What are students' goals? 2) How do persons' life experiences and personal characteristics relate to the goals they have? 3) How does the way individuals think about their goals relate to life satisfaction? and 4) How does one's job impact goal setting? Understanding such relations provides a more meaningful understanding of goal setting.

In order to understand how students adapt to the college experience it is necessary to follow individuals through time. With your permission we would like to contact you during the Spring quarter this academic year. If you agree to being contacted in the Spring quarter, please provide your name, your local address and your email address on the lines provided below. By providing your name and addresses you are not agreeing to participate in future parts of this study. You are only giving us permission to request your participation. You are under no obligation to agree to allow us to contact you, and if you refuse you will still receive your credit for participation in this study. Thank you for your participation.

If you have any questions or comments, please contact us at the e-mails or phone number listed above.

(Last Name)

(First Name)

(Street Address)

(City)

(Zipcode)

(email address)

(Phone Number)

Appendix B

Consent form

Goals, Personality, and Life Experiences (PART II)

Investigators: Tierra S. Stimson Email: tstim001@ucr.edu
Daniel J. Ozer Email: daniel.ozер@ucr.edu / Phone 827-5211

This follow-up study concerns the personal goals and intentions each person has and how these relate to personal characteristics, behavior, life history, interpersonal relations, and work history. The questionnaire we have for you today will take approximately two hours to complete and will be conducted in the Psychology Department at the University of California, Riverside.

In this study, you will be asked to respond to a variety of questions having to do with your goals and life experiences, and you will be asked to describe yourself and your relationship with your family and friends. You will also be asked questions about your prior experiences at school and at work. The purpose of this research is to describe how goals are related to life experiences, personal characteristics, and behavior.

The written information you give us may be presented to other individuals. If this occurs, no information which identifies you as the original subject will be available to later reviewers. All information will be identified solely by a number (not your name). In any reports of our findings, we will discuss groups of people, not individuals. We will answer any questions you may have about the purpose of this study before, during, or after the study.

Participation is voluntary. You may refuse to answer any question and at your request, any or all information you provide can be destroyed. You will receive \$15 for participation at the end of the session. If you have questions about your rights as research participant you may contact the UCR Office of Research Integrity at (951) 827-4811 or via email at irb@ucr.edu.

If you have any questions please ask the research assistant at any time.

I have read the above and agree to participate.

(Sign)

(Print)

Personal Data Page

What is your major at UCR? _____

(Please Print)

How many units are you currently enrolled in? (check one)

- _____ 0- 6 units
- _____ 7- 12 units
- _____ 12-16 units
- _____ more than 16 units

Using the scale below, fill in the responses that best approximates the amount of support that you get to meet your college expenses, from each of the seven sources.

None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
1	2	3	4	5	6

- 1. _____ Self (job, savings, etc.)
- 2. _____ Parents
- 3. _____ Spouse or partner
- 4. _____ Employer support
- 5. _____ Scholarships and grants
- 6. _____ Loans
- 7. _____ Other sources

What is your UCR Grade-Point Average? _____

Where do you currently reside? (check one)

- _____ A. With my parents
- _____ B. Alone in a house/apartment
- _____ C. Share a house/apartment
- _____ D. In a dorm

Are you married? (circle one) YES NO

How many children do you have? _____

Are you currently in a romantic relationship? (circle one) YES NO

Do you currently have an active social life? (check one)

- A. Agree strongly
- B. Agree a little
- C. Neither agree nor disagree
- D. Disagree a little
- E. Disagree strongly

What is the highest degree/certificate you plan to attain or pursue? (check one)

- A. Certificate, Credential or License
- B. Bachelor's
- C. Academic Master's (MA, MS, etc.)
- D. Professional Master's (MBA, MLS, etc.)
- E. Academic doctorate (PhD)
- F. Professional Doctorate (MD, JD, EdD., etc.)

Listed below are your goals from FALL quarter. Please read them before answering questions about them on the next two pages (page 5 and 6).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

FALL GOAL RATINGS

On the previous page (page 4) is a list of goals that you provided last Fall. Listed below are several dimensions on which an individual's goals may vary. Read the description of each dimension and **rate each of your goals that you had last Fall**, using the scale provided.

1. **Enjoyment:** How much did you enjoy trying to reach this goal?

- 4 = It was very enjoyable
- 3 = It was somewhat enjoyable
- 2 = It was slightly enjoyable
- 1 = It was not at all enjoyable

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 4) in the order you wrote them, 1 through 10).

2. **Stress:** Did working to achieve this goal cause you stress or anxiety?

- 4 = It was extremely stressful.
- 3 = It was somewhat stressful.
- 2 = It was slightly stressful.
- 1 = It was not stressful.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 4) in the order you wrote them, 1 through 10).

3. **Time Spent:** How much time did you spend working to achieve this goal?

- 4: A large amount of time.
- 3: A moderate amount of time.
- 2: A small amount of time.
- 1: None at all.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 4) in the order you wrote them, 1 through 10).

4. **Environmental opportunity:** Your environment (your living situation, other people, available money) can help you or hinder you in achieving your goals. How did your environment affect each of your goals?

- 4: My environment greatly helped me attain this goal.
- 3: My environment slightly helped me attain this goal.
- 2: My environment slightly hindered me to attain this goal.
- 1: My environment greatly hindered me to attain this goal

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 4) in the order you wrote them, 1 through 10).

5. **Conflict:** How has pursuing other goals affected your being successful in attaining this goal?

4 = Pursuing my other goals was very helpful for attaining this goal.

3 = Pursuing my other goals was somewhat helpful for attaining this goal.

2 = Pursuing my other goals was slightly unhelpful for attaining this goal.

1 = Pursuing my other goals was very unhelpful for attaining this goal.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 4) in the order you wrote them, 1 through 10).

6. **Success:** How successful have you been in attaining this goal?

4: Very successful.

3: Somewhat successful.

2: Slightly successful.

1: Not at all successful.

____ Goal 1 ____ Goal 2 ____ Goal 3 ____ Goal 4 ____ Goal 5 ____ Goal 6 ____ Goal 7 ____ Goal 8 ____ Goal 9 ____ Goal 10

(The numbers 1 through 10 refer to your goals (pages 4) in the order you wrote them, 1 through 10).

For each of your Fall goals, we are interested in the degree to which ability, effort, luck, or goal difficulty may have influenced the successful or unsuccessful outcome. Refer to the last goal rating you did (page 6), to decide whether you were successful or unsuccessful at attaining your goal and mark the reason why you were either successful or unsuccessful. Was your success or failure due to ability, effort, luck, or goal difficulty/ease. For example, if you rated Goal 1 as a “1,” which indicates that you were not successful at all, then you would need to check one of the four reasons for being unsuccessful with the goal, found in the second column of this page, for Goal 1.

SUCCESSFUL

UNSUCCESSFUL

I was successful in attaining Goal 1 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 1 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

I was successful in attaining Goal 2 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 2 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

I was successful in attaining Goal 3 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 3 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

I was successful in attaining Goal 4 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 4 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

I was successful in attaining Goal 5 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 5 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

I was successful in attaining Goal 6 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 6 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

I was successful in attaining Goal 7 because
 I had the necessary ability.
 I exerted much effort.
 I had good luck.
 The task was easy.

OR

I was unsuccessful in attaining Goal 7 because
 I lacked the necessary ability.
 I exerted too little effort.
 I had bad luck.
 The task was hard.

SUCCESSFUL

I was successful in attaining Goal 8 because

- I had the necessary ability.
- I exerted much effort.
- I had good luck.
- The task was easy.

OR

I was successful in attaining Goal 9 because

- I had the necessary ability.
- I exerted much effort.
- I had good luck.
- The task was easy.

OR

I was successful in attaining Goal 10 because

- I had the necessary ability.
- I exerted much effort.
- I had good luck.
- The task was easy.

OR

UNSUCCESSFUL

I was unsuccessful in attaining Goal 8 because

- I lacked the necessary ability.
- I exerted too little effort.
- I had bad luck.
- The task was hard.

I was unsuccessful in attaining Goal 9 because

- I lacked the necessary ability.
- I exerted too little effort.
- I had bad luck.
- The task was hard.

I was unsuccessful in attaining Goal 10 because

- I lacked the necessary ability.
- I exerted too little effort.
- I had bad luck.
- The task was hard.

Here is a list of goals that may or may not have been important to you over the last academic year. Thinking back to the start of this academic year, please rate the degree to which you completed/succeeded at the following list of goals. Again, please mark your responses on the lines provided, marking only a single response for each item.

This was not one of my goals for the academic school year. 0	I was not at all successful at attaining this goal. 1	I was slightly successful at attaining this goal. 2	I was somewhat successful at attaining this goal. 3	I was very successful at attaining this goal. 4
---	--	--	--	--

How successful were you at completing the following goal. . .

- | | |
|--|--|
| <p>___ 01 - Spend more time studying</p> <p>___ 02 - Be more organized</p> <p>___ 03 - Get more sleep</p> <p>___ 04 - Maintain or improve my relationship with parents and/or siblings</p> <p>___ 05 - Enjoy thrilling activities (e.g., skydiving, hang-gliding, etc.)</p> <p>___ 06 - Find or improve short-term employment</p> <p>___ 07 - Be more self-sufficient</p> <p>___ 08 - Play a sport or improve sports ability</p> <p>___ 09 - Take care of a specific and/or chronic health problem</p> <p>___ 10 - Do good for my community</p> <p>___ 11 - Plan my academic future</p> <p>___ 12 - Be less dependent on or influenced by others</p> <p>___ 13 - Observe the tenets of my religion</p> <p>___ 14 - End a romantic relationship</p> <p>___ 15 - Have a better diet</p> <p>___ 16 - Make new friends</p> <p>___ 17 - Afford to purchase a desired item for myself</p> <p>___ 18 - Maintain or improve a romantic relationship</p> <p>___ 19 - Maintain or improve my appearance</p> <p>___ 20 - Be a better (i.e., more ethical or moral) person</p> <p>___ 21 - Complete a specific household task (not academic or work-related)</p> <p>___ 22 - Find a romantic partner</p> | <p>___ 23 - Increase my current income</p> <p>___ 24 - Help my friend(s)</p> <p>___ 25 - Be punctual</p> <p>___ 26 - Provide financial assistance to a friend or community</p> <p>___ 27 - Lose weight</p> <p>___ 28 - Enjoy learning something new</p> <p>___ 29 - Maintain or improve my relationship with friends</p> <p>___ 30 - Budget my money better</p> <p>___ 31 - Participate more in sports, recreation, arts, or hobbies</p> <p>___ 32 - Save money</p> <p>___ 33 - Experience spiritual growth</p> <p>___ 34 - Get in better shape</p> <p>___ 35 - Improve my academic skills (e.g., learn how to study more effectively)</p> <p>___ 36 - Use my time more effectively</p> <p>___ 37 - Have more fun in my life</p> <p>___ 38 - Do things for myself</p> <p>___ 39 - Travel to new places</p> <p>___ 40 - Do well in school</p> <p>___ 41 - Reduce the stress in my life</p> <p>___ 42 - Reduce consumption of drugs, alcohol, or tobacco</p> <p>___ 43 - Help my parents or siblings</p> <p>___ 44 - Spend more time relaxing</p> <p>___ 45 - Be less shy, more talkative</p> <p>___ 46 - Be more assertive, self confident</p> <p>___ 47 - Stop worrying so much</p> <p>___ 48 - Finish a course assignment</p> |
|--|--|

- ___ 49 - Participate in my social community
- ___ 50 - Find direction or meaning in life
- ___ 51 - Live independently from my parents
- ___ 52 - Control my temper
- ___ 53 - Improve my current financial situation
- ___ 54 - Maintain or strengthen my faith
and/or religious beliefs
- ___ 55 - Help my romantic partner
- ___ 56 - Figure out what my goals really are

Meaning in Life

Take a moment to think about what makes your life feel important to you. Please respond to the following statements as truthfully and accurately as you can, and also remember that these are very subjective questions and that there are no right or wrong answers.

Please answer according to the scale below:

Absolutely Untrue	Mostly Untrue	Somewhat Untrue	Can't Say True or False	Somewhat True	Mostly True	Absolutely True
1	2	3	4	5	6	7

1. _____ I understand my life's meaning.
2. _____ I am looking for something that makes my life feel meaningful.
3. _____ I am always looking to find my life's purpose.
4. _____ My life has a clear sense of purpose.
5. _____ I have a good sense of what makes my life meaningful.
6. _____ I have discovered a satisfying life purpose.
7. _____ I am always searching for something that makes my life feel significant.
8. _____ I am seeking a purpose or mission for my life.
9. _____ My life has no clear purpose.
10. _____ I am searching for meaning in my life.

Life Experiences

Listed below are a number of experiences that you may or may not have had during this current school year. **Check** each experience that you have had during *this current (2007-2008) school year*.

- ___ 01. Physical injury
- ___ 02. Death of a family member
- ___ 03. Death of a friend
- ___ 04. Lost or damaged property (e.g., car accident, stolen bike, apartment fire)
- ___ 05. Financial difficulty (e.g., ran out of money for bills, lost a job)
- ___ 06. Ended a romantic relationship
- ___ 07. Lost financial support
- ___ 08. Failed a course
- ___ 09. Did poorly in a course assignment/exam
- ___ 10. Placed on academic probation
- ___ 11. Realized my career goal is unrealistic
- ___ 12. Experienced significant family discord
- ___ 13. Experienced peer disapproval/loss of respect of peer(s)
- ___ 14. Lost (not from death) a friend
- ___ 15. Experienced excessive weight gain
- ___ 16. Missed an important appointment
- ___ 17. Failed to complete a task
- ___ 18. Denied membership/participation in school or community group/organization
- ___ 19. Weekend/vacation plans fell through
- ___ 20. Failed to maintain my values
- ___ 21. Failed to maintain a religious commitment

College Activities/Experiences

In your experience at UCR *during the current school year*, about how often have you done/experienced each of the following? Indicate your response by filling in the blanks to the right of each statement, using the rating below.

Never	Occasionally	Often	Very Often
1	2	3	4

- ___ 01. Used the library as a quiet place to read or study materials you brought with you.
- ___ 02. Participated in class discussions using an electronic medium (e-mail, list-serve, discussion group, etc.)
- ___ 03. Went to an art exhibit/gallery or a play, dance, or other theater performance, concert or other on or off the campus.
- ___ 04. Went to a lecture or panel discussion that was not required for a class.
- ___ 05. Followed a regular schedule of exercise or practice for some recreational sporting activity.
- ___ 06. Attended a meeting of a campus club, organization, or student government group.
- ___ 07. Got to know students whose interests differed from mine.
- ___ 08. Got to know students whose race or ethnic background differed from mine.
- ___ 09. Got to know students whose family background (economic, social) differed from mine.
- ___ 10. Got to know students whose age differed from mine.
- ___ 11. Got to know students from another country.
- ___ 12. Got to know students whose philosophy of life or personal values differed from mine.
- ___ 13. Got to know students whose political opinions differed from mine.
- ___ 14. Got to know students whose religious beliefs differed from mine.
- ___ 15. Got to know students from a country different from mine.
- ___ 16. Felt isolated or apart from others because of my ethnicity.
- ___ 17. Tutored another student.
- ___ 18. Had responsibility for a project.
- ___ 19. Gave a speech that had the potential to influence a group of people.
- ___ 20. Received a promotion at a job.
- ___ 21. Acted as a leader (president, vice president, secretary) of a club or organization on campus.
- ___ 22. Acted as a leader (president, vice president, secretary) of a club or organization in the community.
- ___ 23. Obtained recognition from other students for contributions to the school or community.
- ___ 24. Had administrative responsibility for the work of others.
- ___ 25. Influenced political structures.
- ___ 26. Organized an event (e.g., concert, debate).

____ 27. Accepted a leadership position within a group (e.g., athletic team, social group, study group, workplace group).

____ 28. Sought out a leadership position within a group (e.g., athletic team, social group, study group, workplace group).

____ 29. When something needed to get done in a group (e.g., athletic team, social group, study group, workplace group), I took charge.

Attitudes toward UCR

Listed below (page 9 and 10) are various statements that might be used to describe UCR. Please read each statement and rate the degree to which you agree. If you are uncertain, please respond by indicating what you expect to think as you become more familiar with UCR. Use the following scale to indicate your rating:

Disagree strongly	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Agree strongly
1	2	3	4	5

- ___ 01. Nearly all students here hope to achieve success in the future.
- ___ 02. Examinations here provide a genuine measure of a student's achievement and understanding.
- ___ 03. People here tend to take the easy way out when things get tough.
- ___ 04. There is a lot of competition for grades.
- ___ 05. There are many opportunities for students to get together.
- ___ 06. People who attempt discussions on serious subjects are often made to feel foolish or out of place here.
- ___ 07. There are so many things to do here that students are busy all the time.
- ___ 08. Students set high standards for themselves.
- ___ 09. When the assignments get tough, many students just won't do them.
- ___ 10. There isn't much to do here except go to classes and study.
- ___ 11. Having a good time comes first for most students.
- ___ 12. You have to act like all of the others in order to be one with the group.
- ___ 13. Most students take their school work very seriously.
- ___ 14. Most people here are well read.
- ___ 15. The college administration has little tolerance for student complaints and protests.
- ___ 16. If you are not in a group or campus organization, you're pretty much on your own here.
- ___ 17. Students put a lot of energy into everything they do- in class and out.
- ___ 18. Many people here seem to be especially considerate of others.
- ___ 19. Quite a bit of drinking goes on among students.
- ___ 20. It is hard to meet friends here because there is so little opportunity.
- ___ 21. Formal rules and regulations have a very important place here.
- ___ 22. Students who work for high grades are likely to be considered odd.
- ___ 23. Students try to be friendly, especially to newcomers.
- ___ 24. Most students and their families think of education as a preparation for earning a good living.
- ___ 25. There is a lot of dating among the students.
- ___ 26. Everyone has a lot of fun at this school.
- ___ 27. The professors really push the students' capacities to the limit.
- ___ 28. Many people play an active role in helping new students adjust to campus life.
- ___ 29. Students are more concerned about the impressions they make on other students and faculty than with learning.
- ___ 30. Students here are encouraged to be independent and individualistic.
- ___ 31. The expression of strong personal beliefs is pretty rare around here.
- ___ 32. Students have to comply with an instructor's point of view to get good grades.
- ___ 33. Students spend a lot of time with their boyfriend or girlfriend.
- ___ 34. There are frequent informal social gatherings.
- ___ 35. No one needs to be afraid about expressing extreme or unpopular viewpoints at this school.
- ___ 36. There is little sympathy here for individuals who have ambitious daydreams about the future.
- ___ 37. People here speak up openly and freely.
- ___ 38. Students are expected to be mature enough to accept criticism from the faculty.
- ___ 39. Students rarely get drunk and disorderly.

- ___ 40. People here often get involved in long, serious intellectual discussion.
- ___ 41. Teachers get annoyed when students disagree with them during classroom discussion.
- ___ 42. There is a lot of interest here in learning for its own sake rather than just for grades or for graduation credit.
- ___ 43. The faculty and administration are often joked about or criticized (in student conversations).
- ___ 44. Quite frequently students will get together and talk about things they have learned in class.
- ___ 45. Most students have goals which emphasize job security, family happiness and good citizenship.
- ___ 46. Everyone here has pretty much the same attitudes, opinions and beliefs.
- ___ 47. People here are always trying to win an argument.
- ___ 48. Students take a great deal of pride in their personal appearance.
- ___ 49. People are made to feel inadequate here for admitting they don't know the answers.
- ___ 50. Students are actively concerned about national and international affairs.
- ___ 51. Students here make every effort to enjoy leisure activities.
- ___ 52. Standards set by the professors are not particularly hard to achieve.
- ___ 53. Criticisms of administrative policies and teaching practices are encouraged.
- ___ 54. There are many opportunities to get involved in community service.
- ___ 55. There is a real feeling of belonging.
- ___ 56. Students have an opportunity to explore their cultural identities.
- ___ 57. Everyone is respectful of student diversity.
- ___ 58. I am very satisfied with the courses I have taken at UCR.
- ___ 59. I am very satisfied with the social life at UCR.
- ___ 60. I am very satisfied with the activities/events on campus (e.g., concerts, plays).
- ___ 61. I am very satisfied with the academic services on campus (e.g., tutoring, career guidance).
- ___ 62. Overall, I am very satisfied with UCR.

We are interested in the characteristics that people value in leaders. For example, is a leader one who likes to spend time with others? Please mark your response on the line provided next to each statement. Mark only a single response for each item to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1	2	3	4	5

A good leader is someone who...

- | | |
|---|---|
| <input type="checkbox"/> 1. Is talkative | <input type="checkbox"/> 23. Tends to be lazy |
| <input type="checkbox"/> 2. Tends to find fault with others | <input type="checkbox"/> 24. Is emotionally stable, not easily upset |
| <input type="checkbox"/> 3. Does a thorough job | <input type="checkbox"/> 25. Is inventive |
| <input type="checkbox"/> 4. Is depressed, blue | <input type="checkbox"/> 26. Has an assertive personality |
| <input type="checkbox"/> 5. Is original, comes up with new ideas | <input type="checkbox"/> 27. Can be cold and aloof |
| <input type="checkbox"/> 6. Is reserved | <input type="checkbox"/> 28. Perseveres until the task is finished |
| <input type="checkbox"/> 7. Is helpful and unselfish with others | <input type="checkbox"/> 29. Can be moody |
| <input type="checkbox"/> 8. Can be somewhat careless | <input type="checkbox"/> 30. Values artistic, aesthetic experiences |
| <input type="checkbox"/> 9. Is relaxed, handles stress well | <input type="checkbox"/> 31. Is sometimes shy, inhibited |
| <input type="checkbox"/> 10. Is curious about many different things | <input type="checkbox"/> 32. Is considerate and kind to almost everyone |
| <input type="checkbox"/> 11. Is full of energy | <input type="checkbox"/> 33. Does things efficiently |
| <input type="checkbox"/> 12. Starts quarrels with others | <input type="checkbox"/> 34. Remains calm in tense situations |
| <input type="checkbox"/> 13. Is a reliable worker | <input type="checkbox"/> 35. Prefers work that is routine |
| <input type="checkbox"/> 14. Can be tense | <input type="checkbox"/> 36. Is outgoing, sociable |
| <input type="checkbox"/> 15. Is ingenious, a deep thinker | <input type="checkbox"/> 37. Is sometimes rude to others |
| <input type="checkbox"/> 16. Generates a lot of enthusiasm | <input type="checkbox"/> 38. Makes plans and follows through with them |
| <input type="checkbox"/> 17. Has a forgiving nature | <input type="checkbox"/> 39. Gets nervous easily |
| <input type="checkbox"/> 18. Tends to be disorganized | <input type="checkbox"/> 40. Likes to reflect, play with ideas |
| <input type="checkbox"/> 19. Worries a lot | <input type="checkbox"/> 41. Has few artistic interests |

___ 20. Has an active imagination

___ 21. Tends to be quiet

___ 22. Is generally trusting

___ 42. Likes to cooperate with others

___ 43. Is easily distracted

___ 44. Is sophisticated in art, music, or literature

Place an X in the box that best describes the degree to which you agree/disagree with the following statements.

Statements	1 strongly disagree	2 disagree	3 slightly disagree	4 neither agree nor disagree	5 slightly agree	6 agree	7 strongly agree
In most ways my life is close to my ideal.							
The conditions of my life are excellent.							
I am satisfied with my life.							
So far I have gotten the important things I want in life.							
If I could live my life over, I would change almost nothing.							

Here is a list of goals that may or may not be **currently** important to you. Using the scale, below, please rate the **current importance** of each goal. Some of these goals may have been important in the past, or you may anticipate that they will be important in the future; but here we are only interested in how important each goal is to you **currently**. Again, please mark your responses on the lines provided, marking only a single response for each item.

This is not one of my goals currently 1	Not an important goal currently 2	Somewhat important goal currently 3	Quite an important goal currently 4	Among my most important goals currently 5
---	---	--	--	--

How important is the goal. . .

- | | |
|---|---|
| <p>___ 01 - Spend more time studying</p> <p>___ 02 - Be more organized</p> <p>___ 03 - Get more sleep</p> <p>___ 04 - Maintain or improve my relationship
with parents and/or siblings</p> <p>___ 05 - Enjoy thrilling activities (e.g.,
skydiving, hang-gliding, etc.)</p> <p>___ 06 - Find or improve short-term
employment</p> <p>___ 07 - Be more self-sufficient</p> <p>___ 08 - Play a sport or improve sports ability</p> <p>___ 09 - Take care of a specific and/or chronic
health problem</p> <p>___ 10 - Do good for my community</p> <p>___ 11 - Plan my academic future</p> <p>___ 12 - Be less dependent on or influenced by
others</p> <p>___ 13 - Observe the tenets of my religion</p> <p>___ 14 - End a romantic relationship</p> <p>___ 15 - Have a better diet</p> <p>___ 16 - Make new friends</p> <p>___ 17 - Afford to purchase a desired item for
myself</p> <p>___ 18 - Maintain or improve a romantic
relationship</p> <p>___ 19 - Maintain or improve my appearance</p> <p>___ 20 - Be a better (i.e., more ethical or moral)
person</p> <p>___ 21 - Complete a specific household task
(not academic or work-related)</p> <p>___ 22 - Find a romantic partner</p> <p>___ 23 - Increase my current income</p> <p>___ 24 - Help my friend(s)</p> | <p>___ 25 - Be punctual</p> <p>___ 26 - Provide financial assistance to a friend
or community</p> <p>___ 27 - Lose weight</p> <p>___ 28 - Enjoy learning something new</p> <p>___ 29 - Maintain or improve my relationship
with friends</p> <p>___ 30 - Budget my money better</p> <p>___ 31 - Participate more in sports, recreation,
arts, or hobbies</p> <p>___ 32 - Save money</p> <p>___ 33 - Experience spiritual growth</p> <p>___ 34 - Get in better shape</p> <p>___ 35 - Improve my academic skills (e.g.,
learn how to study more effectively)</p> <p>___ 36 - Use my time more effectively</p> <p>___ 37 - Have more fun in my life</p> <p>___ 38 - Do things for myself</p> <p>___ 39 - Travel to new places</p> <p>___ 40 - Do well in school</p> <p>___ 41 - Reduce the stress in my life</p> <p>___ 42 - Reduce consumption of drugs, alcohol,
or tobacco</p> <p>___ 43 - Help my parents or siblings</p> <p>___ 44 - Spend more time relaxing</p> <p>___ 45 - Be less shy, more talkative</p> <p>___ 46 - Be more assertive, self confident</p> <p>___ 47 - Stop worrying so much</p> <p>___ 48 - Finish a course assignment</p> <p>___ 49 - Participate in my social community</p> <p>___ 50 - Find direction or meaning in life</p> <p>___ 51 - Live independently from my parents</p> |
|---|---|

- ___ 52 - Control my temper
- ___ 53 - Improve my current financial situation
- ___ 54 - Maintain or strengthen my faith
and/or religious beliefs
- ___ 55 - Help my romantic partner
- ___ 56 - Figure out what my goals really are

Current Work History

Outside of your student role, what is your occupational status? (Check one)

- Employed full-time (35 or more hours per week)
- Employed part-time
- Not employed, but seeking work
- Not employed, and not seeking work

How many paying jobs do you currently have? _____

What is your primary job? _____

How far (in miles) is your primary job from your residence? _____

Is your primary job on- or off-campus? (Circle one) On-Campus Off-Campus

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? (check one)

- None; I don't have a job
- 1-10 hours a week
- 11-20 hours a week
- 21-30 hours a week
- 31-40 hours a week
- More than 40 hours a week

What are your career aspirations? What do you want to be? What do you want to do?

Does your primary job relate to your career aspirations? If so, how does your primary job relate to your career aspirations?

Debriefing Statement

Goals, Personality, and Life Experiences (PART II)

Investigators: Tierra S. Stimson Email: tstim001@ucr.edu
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Thank you for your participation in this study. The primary purpose of this study was to understand how students adapt to the college experience and to do this it was necessary to follow individuals through time. In completing our questionnaires, you told us about your goals and life experiences and described yourself. You also described your relationship with your family and friends and about your past experiences at school.

The goal of this research experiment was to answer the following questions: 1) What are students' goals? 2) How do persons' life experiences and personal characteristics relate to the goals they have? 3) How does the way individuals think about their goals relate to life satisfaction? and 4) How do personal characteristics, life experiences, work experience, and life satisfaction relate to the attainment of goals? Understanding such relations provides a more meaningful understanding of goal attainment.

Again, thank you for your participation. If you have any questions or comments, please contact us at the e-mails or phone number listed above.

Appendix C

- 1.0 Academic / Occupational
 - 1.1 Perform well at school or job
 - 1.11 Improve work-related skills /knowledge
 - 1.12 Study harder
 - 1.13 Meet minimal performance standard
 - 1.2 Complete specific (short-term) tasks (e.g. “finish paper”)
 - 1.3 Make progress on long-term plans
 - 1.31 Transfer to other campus
 - 1.32 Pursue advanced degree
 - 1.33 Graduate/ complete education
 - 1.4 Plan academic/occupational future
 - 1.5 Achieve meaningful career goal
- 2.0 Social Relationships
 - 2.1 Family of origin concerns
 - 2.11 Maintain / improve relations with family and/or specific family members
 - 2.12 Assist family member(s)
 - 2.2. Peer relations
 - 2.21 Make new friends
 - 2.22 Maintain / improve friendships
 - 2.23 Assist friend(s)
 - 2.3 Romantic relations
 - 2.31 Find a romantic partner
 - 2.32 Maintain or improve romantic relationship
 - 2.33 End a romantic relationship
 - 2.34 Assist romantic partner
 - 2.4 Family of destination concerns
 - 2.41 Create family of destination
 - 2.411 Get married
 - 2.412 Have children
 - 2.42 Maintain / improve relations with family and/or specific family members
 - 2.43 Assist family member(s)
 - 2.5 Participate in larger social community
 - 2.6 Be respected or well known / leadership
 - 2.7 Alter a social personality trait to get along better with others
 - 2.71 Be less shy, more talkative
 - 2.72 Control temper/anger
- 3.0 Financial Concerns
 - 3.1 Improve immediate financial situation
 - 3.11 Budget better
 - 3.12 Increase income
 - 3.13 Find or improve job / short term employment
 - 3.2 Improve longer-term financial situation
 - 3.21 Save money
 - 3.22 Pursue lucrative career
 - 3.3 Financially assist family of origin
 - 3.4 Financially assist family of destination
 - 3.41 Be able to support future family
 - 3.5 Financially assist friend, acquaintance, or community
 - 3.6 Afford to purchase a desired item for self
- 4.0 Health
 - 4.1 Maintain/improve health, appearance or hygiene
 - 4.11 Lose weight
 - 4.12 Get in shape / exercise
 - 4.13 Better diet
 - 4.14 Improve sleep schedule
 - 4.2 Reduce consumption of drugs / alcohol / tobacco
 - 4.3 Manage specific and/or chronic health problem
- 5.0 Organization
 - 5.1 Activity control (start, stop, or complete an activity)
 - 5.11 Clean-up / Get organized
 - 5.12 Be punctual
 - 5.2 Use time more effectively (includes “stop procrastinating”)
 - 5.3 Attain a performance standard in life task
- 6.0 Affect control
 - 6.1 Increase Positive affect (pursue pleasure, have fun)
 - 6.11 Participation or improvement in recreation, fine arts, hobbies
 - 6.12 Play a sport or improve sports ability
 - 6.13 Travel
 - 6.14 Thrill-seeking
 - 6.15 Learn new skill / gain knowledge for personal satisfaction
 - 6.2 Decrease Negative affect
 - 6.21 Reduce stress
 - 6.22 Relax
 - 6.23 Not worry so much
 - 6.3 Feel better about self
- 7.0 Independence
 - 7.1 Be self-sufficient
 - 7.11 Live independently from parents
 - 7.12 Do things for oneself
 - 7.13 Improve / maintain an independence related skill
 - 7.14 Obtain material goods/wealth needed for independence
 - 7.2 Minimize influence of others
 - 7.21 Be more assertive, self confident
 - 7.3 Find direction in life
- 8.0 Moral or Religious
 - 8.1 Moral
 - 8.11 Attain a virtue: courage, honesty, dutifulness, not be selfish, dedication to ideals, better “character”
 - 8.12 Do good for the community
 - 8.13 Attain a minimal moral standard
 - 8.2 Religious
 - 8.21 Observe tenets of an organized religion
 - 8.22 Maintain or strengthen religious beliefs and/or faith
 - 8.23 Experience spiritual growth

9.0 Other

9.1 Meta-goals (goals to set or achieve goals,
content-free achievement goals)

9.2 Acculturation / Language