



## Accessing College Readiness

### **DIRECTIONS**

For each of the foundation areas, you will find five questions. Place a check mark in the "yes," or "no" column. Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total".

### **Academic Skills:**

	<b>YES</b>	<b>NO</b>
1. Can you read up to 200 pages in a week?		
2. Do you have a system for taking notes?		
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?		
4. Do you have a system for preparing for tests and exams?		
5. Can you clearly summarize a college-level reading assignment?		
Total from this section		

### **Self-Understanding (Metacognition):**

	<b>YES</b>	<b>NO</b>
1. Can you define and describe your disability?		
2. Have you read your disability evaluation/testing?		
3. Do you know your academic strengths?		
4. Do you know which academic tasks give you the most difficulty?		
5. Can you identify the academic supports you need to be successful?		
Total from this section		

**Self-Advocacy:**

	<b>YES</b>	<b>NO</b>
1. Do you know the legal differences between high school and college? (Accommodations, IEP's, student's rights, etc.)		
2. When you run into difficulty, do you ask for help?		
3. Do you schedule your own appointments with doctors, advisors, and counselors?		
4. Are you comfortable talking with staff and/or instructors to resolve a problem?		
5. When you have a question, will you ask it (via phone, face-to-face or email)?		
Total from this section		

**Executive Function:**

	<b>YES</b>	<b>NO</b>
1. Do you have a system for keeping track of your projects, books and papers?		
2. Do you have a system for scheduling and managing your time?		
3. Are you able to ignore difficulties and focus on the task at hand?		
4. Are you able to complete all the steps of a project in a timely manner?		
5. Do you have a strategy for completing tasks that you find boring?		
Total from this section		

**Motivation and Confidence:**

	YES	NO
1. Do you have an academic subject that you find interesting?		
2. Do you know what you want to achieve during your first year of college?		
3. Do you study for exams even if you find the topic uninteresting?		
4. Are you excited to start college?		
5. Can you imagine your life in 10 years?		
Total from this section		

**HOW TO SCORE:**

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas, yet still struggle in one or more.)
- Add these totals together and record that number in the box at the bottom for "Total number of questions marked yes".
- Multiply the total number of answers marked "yes" by four (4) to get the foundation percentile.

Foundation Area	Indications	Score
<b>Academic Skills</b> – Students must be able to read and write with a high level of independence.	Scoring below three in this area indicates that you may benefit from developing strategies for reading, writing, notetaking, study preparation and/or time management.  At WCSU, students who are registered and approved for accommodations through AccessAbility Services can receive additional support from a Learning Specialist. You may want to seek academic coaching through a Learning Specialist at AccessAbility Services.	

<p><b>Self-Understanding (Metacognition)</b> – A student must be intimately aware of his or her strengths and challenges in learning.</p>	<p>A score lower than three in Self-Understanding suggests that you may benefit from further development of metacognition. Metacognition is your awareness and understanding of your own learning profile. Your first step may be for you to meet with the psychologist, neuropsychologist and/or medical professional who conducted the testing - or another qualified provider -for a thorough explanation of your test results.</p> <p>At WCSU, students who are registered and approved for accommodations through AccessAbility Services have access to a Learning and Study Strategies Inventory (LASSI) which may provide you with a better understanding of your strengths and challenges. Students also have access to <b>MBTI® Step I Form M, College Edition</b> and/ or <b>Strong Interest Inventory with College Profile</b> through Career Development. This provides information on personality characteristics and career interests.</p>	
<p><b>Self-Advocacy</b> – A student must independently ask and advocate for support.</p>	<p>Scoring less than three in Self-Advocacy indicates that you may benefit from developing and enhancing your communication skills. Because as a college student you are an adult, you are required to advocate and negotiate for yourself. This means you must personally discuss your needs with faculty, staff and other professionals.</p> <p>At WCSU, students registered and approved for accommodations through AccessAbility Services have access to a Learning Specialist. You may want to seek academic coaching through a Learning Specialist at AccessAbility Services.</p>	
<p><b>Executive Function</b> – A student must be able to keep track of assignments, organize books/materials and manage time independently.</p>	<p>A score below three in this area suggests that you would benefit from further development in executive function skills. Executive function skills are the mental processes that enable you to plan, focus attention, remember instructions and manage multiple tasks successfully.</p> <p>At WCSU, students registered and approved for accommodations through AccessAbility Services have access to a Learning Specialist. You may want to seek academic coaching through a Learning Specialist at AccessAbility Services.</p>	

<p><b>Motivation and Confidence</b> – A student must have clear goals and believe that they can succeed.</p>	<p>Scoring below three in Motivation and Confidence suggests difficulty with clearly visualizing successful completion of a college education. College students who would rather be somewhere else -working for a living, attending trade or technical school, and pursuing dreams such as sailing around the world - are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals.</p> <p>At WCSU, students who are registered and approved for accommodations through AccessAbility Services have access to a Learning Specialist. You may want to seek academic coaching through a Learning Specialist at AccessAbility Services. Students are also encouraged to seek support from Counseling Center, Academic Advisors and/or faculty members.</p>	
<p><b>Foundation Percentile</b></p>	<p>Multiply the above Skills Totals by four (4) to get the overall percentile.</p>	

**UNDERSTANDING THE RESULTS:**

This handout is intended for use as a starting point for discussion. Understanding the areas where you might struggle can help determine the appropriate next steps in transitioning to college. Scores developed through the questionnaire should provide a good sense of the various challenges you face.

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80 percent or higher suggests a student is likely to transition independently into a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting.

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