

Academic Self-Assessment

Strategies for Your Educational Success



Educational Counseling and
Disabilities Services

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DO YOU NEED TO BOOST YOUR GPA?

About the process: The Strategies for Your Educational Success is a resource you participate in by completing this assessment. Then you will meet, in private, with one of our educational counselors to process through the assessment. Your meeting will focus on: identifying your strengths, skills, and strategies to help you achieve your academic goals; exploring other Ferris support services and resources; identifying any barriers that are interfering with your academic progress; and constructing your academic success plan.

Instructions: Please answer all questions to the best of your ability and be honest. Bring your completed assessment to your scheduled appointment with your counselor or prior to your appointment, e-mail the completed assessment to ecds@ferris.edu. You can schedule an appointment by calling 231-591-3057, sending an e-mail to ecds@ferris.edu, or stop by in person at ASC 1017.

COMPLETE ALL OF THE FOLLOWING QUESTIONS:

Name: _____

Date: _____

Please be completely honest when filling out this self-assessment.

1. Are you on Academic Probation? Probation Continued? No
2. Do you know your cumulative GPA? Yes No If yes, what is it? _____
3. Do you work? Yes No If yes, how many hours a week? _____
4. Are you familiar with what it means to be on Academic Warning/Probation and the consequences if you don't make progress this semester? Yes No Not Applicable
5. On a scale from 1 – 5, how concerned are you about current academic situation (grades, major, etc.)?

1	2	3	4	5
Somewhat Concerned	Moderately Concerned	Concerned	Very Concerned	Extremely Concerned
6. What, specifically, concerns you about being on Academic Warning/Probation or with your Academic performance?

7. Please identify any of the following that led you to participating in Strategies for Your Educational Success:
(Check all that apply)

Time Management Skills

- | | | |
|---|---|--|
| <input type="checkbox"/> Poor time management | <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Too much time socializing |
| <input type="checkbox"/> Working too many hours | <input type="checkbox"/> Too heavy of a course load | <input type="checkbox"/> Unsure of how to prioritize |
| <input type="checkbox"/> Other: _____ | | |

Study Skills

- | | | |
|--|---|---|
| <input type="checkbox"/> Poor study habits | <input type="checkbox"/> Poor writing skills | <input type="checkbox"/> Insufficient math skills |
| <input type="checkbox"/> Poor note-taking skills | <input type="checkbox"/> Unsure how to study for courses | <input type="checkbox"/> Poor class attendance |
| <input type="checkbox"/> Difficulty with reading texts | <input type="checkbox"/> Didn't work with professors outside of class | |
| <input type="checkbox"/> Other: _____ | | |

Stress and Anxiety

- | | | |
|---|--|--|
| <input type="checkbox"/> Financial issues | <input type="checkbox"/> Physical illness | <input type="checkbox"/> Loneliness or feelings of isolation |
| <input type="checkbox"/> Legal issues | <input type="checkbox"/> Disability | <input type="checkbox"/> Loss of a loved one |
| <input type="checkbox"/> Homesickness | <input type="checkbox"/> Commuting/transportation issues | <input type="checkbox"/> Problems at work |
| <input type="checkbox"/> Test anxiety | <input type="checkbox"/> Housing/Roommate stressors | |
| <input type="checkbox"/> Relationship difficulties with family, friends, dating, etc. | | |
| <input type="checkbox"/> Other: _____ | | |

Motivation

- | | | |
|---|--|--|
| <input type="checkbox"/> Unsure of or unhappy with major | <input type="checkbox"/> Lack of motivation | <input type="checkbox"/> Difficulty waking up |
| <input type="checkbox"/> No clear career goals/plans | <input type="checkbox"/> Lack of self-confidence | <input type="checkbox"/> Uninterested in course content |
| <input type="checkbox"/> Difficulty in making decisions | <input type="checkbox"/> Often unhappy | <input type="checkbox"/> Difficulty in adjusting to Ferris |
| <input type="checkbox"/> Things seemed pointless/hopeless | <input type="checkbox"/> Desire to transfer | |
| <input type="checkbox"/> Other: _____ | | |

8. Please identify **HOW** the things you checked under each category interfere with your academic performance. (*Please be as specific as possible.*)

1) Time Management skills:

2) Study skills:

3) Stress and anxiety:

4) Motivation:

Study Skills Self-Assessment

In the Classroom

1. I arrive at classes before they start and/or on time.

Never or Rarely Sometimes Usually Always

2. I attend class regularly.

Never or Rarely Sometimes Usually Always

3. I sit near the front of the class and/or where I know I can see and hear the instructor.

Never or Rarely Sometimes Usually Always

4. I am alert in class and able to stay focused.

Never or Rarely Sometimes Usually Always

5. I ask the instructor questions when clarification is needed.

Never or Rarely Sometimes Usually Always

6. I participate in meaningful class discussions.

Never or Rarely Sometimes Usually Always

Note Taking

7. While I am taking notes, I think about how I will use them later.

Never or Rarely Sometimes Usually Always

8. I take notes as I read my textbooks.

Never or Rarely Sometimes Usually Always

9. I take notes during class lectures.

Never or Rarely Sometimes Usually Always

10. I rework, rewrite, or type up my notes.

Never or Rarely Sometimes Usually Always

11. I try to organize main ideas and details into a meaningful method.

Never or Rarely Sometimes Usually Always

Time Management

12. I use a planner (or other method) to write down upcoming academic and personal activities.

Never or Rarely Sometimes Usually Always

13. I use a "to do" list to keep track of completing my academic and personal activities.

Never or Rarely Sometimes Usually Always

14. I schedule definite times on my calendar for study time.

Never or Rarely Sometimes Usually Always

15. I start studying for quizzes and tests at least several days before I take them.

Never or Rarely Sometimes Usually Always

16. I start papers and projects as soon as they are assigned.

Never or Rarely Sometimes Usually Always

17. I have a system or know how to prioritize my classes and other life activities.

Never or Rarely Sometimes Usually Always

18. I have enough time for school and fun.

Never or Rarely Sometimes Usually Always

Studying

19. I study where it is quiet and has few distractions.

Never or Rarely Sometimes Usually Always

20. I study for a length of time and then take a short break before returning to studying.

Never or Rarely Sometimes Usually Always

21. I have all of my supplies handy when I study, such as pens, paper, calculator, etc.

Never or Rarely Sometimes Usually Always

22. I break my assignments, papers, and projects into manageable parts.

Never or Rarely Sometimes Usually Always

23. I try to organize facts in a systematic way.

Never or Rarely Sometimes Usually Always

24. I set study goals, such as the number of problems I will do or pages I will read.

Never or Rarely Sometimes Usually Always

25. I study at least two hours for every hour I am in class each week.

- Never or Rarely Sometimes Usually Always

Reading Textbooks

26. I browse the headings, pictures, charts, questions, and summaries before I start reading a chapter.

- Never or Rarely Sometimes Usually Always

27. I make questions from a chapter before, during, and after reading it.

- Never or Rarely Sometimes Usually Always

28. When reading a unit of material, I summarize it in my own words.

- Never or Rarely Sometimes Usually Always

29. I look up parts and words that I don't understand.

- Never or Rarely Sometimes Usually Always

30. I look for the main ideas as I read.

- Never or Rarely Sometimes Usually Always

31. I am comfortable with my reading rate.

- Never or Rarely Sometimes Usually Always

32. I am satisfied with my reading ability.

- Never or Rarely Sometimes Usually Always

Writing

33. I find that I am able to express my thoughts well in writing.

- Never or Rarely Sometimes Usually Always

34. I write rough drafts quickly and spontaneously from notes.

- Never or Rarely Sometimes Usually Always

35. I put aside a written assignment for a day or so, and then rewrite it.

- Never or Rarely Sometimes Usually Always

36. I review my writing for grammatical errors.

- Never or Rarely Sometimes Usually Always

37. I have someone else read my written work and consider their suggestions for improved writing.

- Never or Rarely Sometimes Usually Always

38. I am comfortable using the library sources for research.

- Never or Rarely Sometimes Usually Always

39. I am able to narrow a topic for an essay, research paper, etc.

- Never or Rarely Sometimes Usually Always

40. I allow sufficient time to collect information, organize material, and write the assignment.

- Never or Rarely Sometimes Usually Always

Concentration and Memory

41. I have the “study-place” habit” that is, being at a certain place at a certain time means time to study.
 Never or Rarely Sometimes Usually Always
42. I try to study during my personal peak energy time to increase my concentration level.
 Never or Rarely Sometimes Usually Always
43. I am confident with my level of concentration I am able to maintain.
 Never or Rarely Sometimes Usually Always
44. I quiz myself over material that could appear on future quizzes and exams.
 Never or Rarely Sometimes Usually Always
45. I practice the materials I am learning by reciting information out loud.
 Never or Rarely Sometimes Usually Always
46. I summarize my notes into my own words for better understanding.
 Never or Rarely Sometimes Usually Always
47. I try to create associations between my new material I am trying to learn and information I already know.
 Never or Rarely Sometimes Usually Always
48. I recall readily those things which I have studied.
 Never or Rarely Sometimes Usually Always

Preparing for Tests

49. I study with a classmate or group
 Never or Rarely Sometimes Usually Always
50. When I don't understand something, I get help from tutors, classmates, and my instructors.
 Never or Rarely Sometimes Usually Always
51. I do all of my homework assignments and turn them in on time.
 Never or Rarely Sometimes Usually Always
52. I can easily identify what I have learned and what I have not yet learned before I take a test.
 Never or Rarely Sometimes Usually Always
53. I anticipate what possible questions may be asked on my tests and make sure I know the answers.
 Never or Rarely Sometimes Usually Always
54. I get a good night's rest prior to taking an exam.
 Never or Rarely Sometimes Usually Always
55. I give myself plenty of days and time to study for upcoming tests or exam.
 Never or Rarely Sometimes Usually Always
56. I know how to relieve any stress or anxiety I am having about taking an upcoming test or exam.
 Never or Rarely Sometimes Usually Always

Taking Exams and Tests

57. I try to find out what the exam will go over, what type of exam it will be, and how it will be graded.

Never or Rarely Sometimes Usually Always

58. I feel confident that I am prepared for the exam.

Never or Rarely Sometimes Usually Always

59. I experience a high level of anxiety while taking my tests and exams.

Never or Rarely Sometimes Usually Always

60. I take time to understand the test questions before starting to answer.

Never or Rarely Sometimes Usually Always

61. I follow directions carefully when taking exams and tests.

Never or Rarely Sometimes Usually Always

62. I am calmly able to recall what I know during exams and tests.

Never or Rarely Sometimes Usually Always

63. I understand the structure of different types of tests and am able to prepare for each type.

Never or Rarely Sometimes Usually Always

64. When I experience anxiety, I have strategies in place to help relieve the stress and anxiety.

Never or Rarely Sometimes Usually Always

Give a brief statement below and list any ideas or goals you plan to implement after completing this assessment:

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