



The Student Academic Resource Center

We teach the tools that are indispensable to learning

Making the good better
and the
better best

INVENTORY OF COLLEGE LEVEL STUDY SKILLS

DO YOU HAVE
COLLEGE LEVEL
STUDY SKILLS?

University of  Central Florida



INVENTORY OF COLLEGE LEVEL STUDY SKILLS

By Dennis H. Congos, MEd.

Name _____ Date _____

To gain a better understanding of yourself as a learner, it is helpful to identify the study skills you now employ. When compared to learners who get A's, you can see where your study skills need refinement or are maximized just the way they are. The following diagnostic test is a short and quick device for assessing your study skills.

This is *not a timed test*. You surely may ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are 51 questions.

- Directions:
1. Read each statement. Think carefully about each statement and respond as truthfully as you can.
 2. Place an X in the column that best describes your study skill. For example, the first question is:

1. I formulate questions from a chapter before I begin reading that textbook chapter.

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never
			X	

If, in your case, this happens to be true only sometimes, place an X as shown in the example.

This diagnostic is intended to get you thinking about the differences in high school and college level study skills. College students need a new set of learning tools to do well with college level academics. Use the results from this diagnostic to help you discover what new information you need to earn high grades in college. Utilize your campus learning center, learning skills classes, and learning skills workshops to learn the best ways to understand, learn and remember course content and earn A's in the least amount of time.

TEXTBOOK READING

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never

1. I formulate questions from a chapter before, during, or after reading.

2. Before reading an assignment, I survey headings, bold print, italics, questions, summaries, etc.

3. I try to get the meaning of new terms as I encounter them the first time.

4. I formulate answers to questions I have made as I read an assignment.

5. I look for main ideas as I read.

6. I am able to readily identify clarifying details under each main idea.

7. I read a textbook chapter more than once.

8. I use a textbook study system such as SQ3R, OK5R, Notecard Questions and Answer Technique, etc.

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NOTETAKING

9. I take notes as I read textbook assignments.

10. I take notes in lectures.

11. After taking notes, I review them before going on to something else.

12. I rewrite lecture notes.

13. I compare notes with one or more other students to check completeness and accuracy.

14. I organize notes to make self-testing easier.

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MEMORY

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never

15. I review notes more than once or twice for exams and quizzes.

16. I use mnemonics.

17. I use visuals in my notes such as sketches, mind maps, diagrams, charts, etc.

18. I quiz myself over material that could appear on future exams and quizzes.

19. I organize details to main ideas into numbered or lettered lists.

20. I convert text and lecture material into my own words.

21. I think about material that could be on exams and quizzes when I am not studying.

22. I try to *understand* material in my notes as opposed to memorizing.

23. I try to organize main ideas and details into some logical or meaningful order.

TEST PREPARATION

24. I study with a classmate or group.

25. When I don't understand something, I get help from classmates, tutors, instructors, SI leaders, etc.

26. I do all homework assignments.

27. I turn in all homework assignments on time.

28. I can easily identify what I have learned and what I have not yet learned before I take a test.

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never

29. I review notes for a class before I go to that class.

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30. I read assigned material before I go to class.

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31. I begin studying for an exam from the first week material is assigned or covered in lecture.

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32. I review lecture notes soon after class.

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33. I keep up to date on assignments and homework.

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34. I eat well-balanced meals daily.

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35. I exercise daily.

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36. I attend learning skills classes or learning skills workshops when I know about them.

CONCENTRATION

37. I study where it is quiet when trying to learn and remember something.

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

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39. I study in the same place.

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40. I avoid cramming.

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41. I have all my study equipment handy to my study place (pens, paper, calculator, etc.)

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42. When I sit down to study, I tell myself that I intend to learn and remember.

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43. I break larger tasks into smaller segments in order to complete a large assignment.

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never

44. When the subject matter is not naturally interesting, I find ways to learn it anyway.

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45. I find that it is easy to pay attention in class.

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46. I try not to study late into the evenings as much as possible.

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TIME MANAGEMENT

47. I use a calendar book for recording daily and weekly upcoming academic and personal activities.

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48. I use lists such as daily "to do" lists, assignment lists, etc. to organize academic and personal activities.

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49. I set up a master schedule of fixed monthly activities such as classes, work, club meetings, etc.

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50. I write out short-term and long-term academic goals.

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51. I start papers and projects way before they are due.

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52. I study at least 2 hours for every hour I am in class.

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Go to the next page and add up your scores.

SCORING PROCEDURES & EXERCISE

BY DENNIS H. CONGOS, MSED

For each statement, find the point value for each of your responses and place it on the line next to the corresponding statement number below. Next, total each of the columns to determine your study skills efficacy score.

Almost Always = 5 points More than 1/2 of the time = 4 points About 1/2 of the time = 3 points
 Less than 1/2 of the time = 2 points Almost never = 1 point

STUDY SKILLS EFFICACY SCORES

TEXTBOOKS		NOTETAKING		MEMORY		TEST PREP		CONCENTRATION		TIME MGMT	
Question Number	Points	Question Number	Points	Question Number	Points	Question Number	Points	Question Number	Points	Question Number	Points
1.		9.		15.		24.		37.		47.	
2.		10.		16.		25.		38.		48.	
3.		11.		17.		26.		39.		49.	
4.		12.		18.		27.		40.		50.	
5.		13.		19.		28.		41.		51.	
6.		14.		20.		29.		42.		52.	
7.				21.		30.		43.			
8.				22.		31.		44.			
				23.		32.		45.			
						33.		46.			
						34.					
						35.					
						36.					
Textbook Skills Score <input type="text"/>	Notetaking Skills Score <input type="text"/>	Memory Skills Score <input type="text"/>	Test Prep. Skills Score <input type="text"/>	Concen. Skills Score <input type="text"/>	Time Mgmt. Skills Score <input type="text"/>						
Less than a score of 30 suggests changes in textbook reading skills are likely to increase your grades	Less than a score of 20 suggests changes in notetaking skills are likely to increase your grades	Less than a score of 30 suggests changes in memory skills are likely to increase your grades	Less than a score of 40 suggests changes in test preparation skills are likely to increase your grades	Less than a score of 35 suggests changes in concentration skills are likely to increase your grades	Less than a score of 20 suggests changes in time management skills are likely to increase your grades						

List the study skills in the box below that are likely to increase your grades if you made changes.



TALK OVER YOUR RESULTS WITH A LEARNING SKILLS SPECIALIST OR YOUR ACADEMIC ADVISOR