



Dr. Steven R. Antonoff

College Match Self Survey

This worksheet is from **College Match: A Blueprint for Choosing the Best School for You** by Steven R. Antonoff, Octameron Associates, Inc

Name _____

Respond carefully to these questions about your educational attitudes, goals and perspectives. Keep in mind that there are no correct responses. For each item, check the appropriate answer category--"very true," "sometimes true," "not sure" or "not true."

Even if you are unsure of an answer, or your response falls somewhere between two categories, check only one answer per question.

Item	Very True	Sometimes True	Not Sure	Not True
1. There are several social issues or "causes" in society about which I care deeply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I often participate in class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I enjoy reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel I know myself pretty well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I'm excited for my college years to begin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There are at least three things I can do better than others around me and at least three things others can do better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If I don't understand something in class, I typically feel comfortable asking my teacher a question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School is fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I normally am enthused about the classes I am taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Very True	Sometimes True	Not Sure	Not True
10. I can identify at least one school subject or topic about which I am truly passionate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I believe one of the most important reasons to go to college is to get a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I want to organize myself so I have time for both homework and for out-of-class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I love learning for the sake of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If I want to do something on a Saturday afternoon, I usually don't need my friends to do it with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am satisfied with my listening skills in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I can truly say I enjoy school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I will enjoy college a lot more if I can see how my classes apply to real life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I am interested in and feel comfortable talking about current events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Going to college means growing, learning, changing: In other words, it is not just "the thing to do."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I enjoy learning things on my own (and not just for a class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I enjoy hearing and discussing other students' ideas in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I see college more as a time for preparing for a career than for discovering my academic interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. A college with a blend of studying and socializing is important to me (even if I'd need to sacrifice my grades a little bit to enjoy college).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Very True	Sometimes True	Not Sure	Not True
24. Even if my friends weren't there, I would still like school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My friends and I enjoy discussing concepts and new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My parents don't have to remind me to study or do my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My English teachers commend me on the quality of my papers and written assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Making others happy is one of my primary goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Most of the time, I feel others understand me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. On most homework assignments, I do everything that needs to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I am comfortable making some decisions without my parents' input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I want to commit at least part of my life to bettering society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Unless I have decided on a career, it will be hard to choose a college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. On most days, I look forward to going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Assuming there was a campus speaker on an interesting topic I know little about, I'd likely attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I'm the sort of person who is comfortable going outside of my comfort zone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. There is more to college than going to class and doing homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I'm usually good at prioritizing my time to get my studying done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Very True	Sometimes True	Not Sure	Not True
39. I usually find class discussions stimulating and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Learning about many different academic subjects – history, English, math and so on – is interesting to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I usually initiate my own social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I tend to lose interest if class material is not relevant to the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. By late summer, I'm eager to go back to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. The college philosophy "work hard/play hard" appeals to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I see many benefits in going to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I seek out ways to demonstrate my concern for political/national/international issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I seldom get "tongue-tied" when trying to express myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Taking lots of different subjects in college (English, math, history, etc.) is not as appealing to me as focusing on those subjects I like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I usually go beyond class requirements, not because I have to, but because I am interested in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I like colleges that emphasize pre-professional programs (pre-med, pre-law, pre-business, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. I want to go to college as much as my parents want me to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. It is easy for me to identify my favorite class in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Very True	Sometimes True	Not Sure	Not True
53. When I know the answer to a question in class, I typically raise my hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. I do not feel pushed into going to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I am not afraid to take a position with which others will disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. One of my top goals is to develop a philosophy of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. One of the prime reasons to go to college is to meet people who will be influential in helping me get a job later in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I like a challenge, but I don't want to be academically overwhelmed in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I can explain why I want to go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I like teachers who encourage me to think about how academic subjects interrelate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I am ready to begin thinking about my future and planning for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. In college, it will be important that I have time to spend with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Learning by discussion is more fun than learning by listening to a teacher lecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I read about news, politics and international affairs in the newspaper or on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. It is not that important for me to look and act like my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. When I walk into class, I feel prepared and ready to share what I know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Thinking about one of my weaknesses is not uncomfortable for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Very True	Sometimes True	Not Sure	Not True
68. The thought of going to college doesn't scare me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. I'm pretty good at making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Writing essays and papers is relatively easy for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Building good rapport with teachers is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I am willing to study hard in college, but I also want time to be involved in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. As far as intelligence, I want the other kids at my college to be similar to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. I can easily identify the special qualities my friends like about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. If asked, I could easily list two or three words that describe me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. My note-taking skills are good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. I believe I know how to motivate myself to be successful in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I am comfortable with my reading speed and comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I seldom get homesick when I'm away from home for a few days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I enjoy volunteering my time to help people in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring/Interpreting Your Self-Survey

Go back to the first page of your Self-Survey.

Above the words "Very True" write a 9.

Above the words "Sometimes True" write a 6.

Above the words "Not Sure" write a 3.

Above the words "Not True" write a 0.

Each of the questions you answered corresponds to an overall theme relating to you as a person or to you as a potential college student. The categories are listed below.

For each of your questions, enter your score in the appropriate blank space. For example, start with the category called “School Enthusiasm.” Notice that the first item in that category is item number 8. By looking at your answer, you will enter one number: 9, 6, 3 or 0. Go through and fill in all of the blanks below.

Total your score in each category.

School Enthusiasm	
8	
9	
16	
24	
30	
34	
43	
52	
Total	

Participant Learner	
2	
7	
21	
39	
53	
63	
66	
71	
Total	

Affection for Knowledge	
10	
13	
20	
25	
35	
40	
49	
60	
Total	

Basic Academic Skills	
3	
15	
27	
38	
47	
70	
76	
78	
Total	

Independence	
14	
26	
31	
36	
41	
55	
65	
79	
Total	

Career Orientation	
11	
17	
22	
33	
42	
48	
50	
57	
Total	

Social Consciousness	
1	
18	
28	
32	
46	
56	
64	
80	
Total	

Self-Understanding	
4	
6	
29	
67	
69	
74	
75	
77	
Total	

Academic/Social Balance	
12	
23	
37	
44	
58	
62	
72	
73	
Total	

Eagerness for College	
5	
19	
45	
51	
54	
59	
61	
68	
Total	

Scoring/Interpreting Your Self-Survey

What Do the Categories Mean?

What follows is a description of each of the categories. Read through them so that you understand what each stands for and, therefore, consider the meaning of your scores. Remember that this survey and the interpretation that follows are intended to encourage you to think about yourself as a college student. By looking at your scores and reading the interpretations, you should be able to glean insight that will help you as you move through the college planning process.

There is no "answer" to what a specific score in a category means for you. In each category, you will see words like "scores in the mid 30's or higher suggest . . ." and "lower scores suggest . . ." This lack of specificity is purposeful because there are many ways scores can be evaluated. It is up to you to read the descriptions and to determine what, if any, meaning a particular score has to you. Your score in one category might give you insight into something important and your score in another category might be less meaningful.

Finding meaning in high scores is a bit easier than doing so for lower scores. The first paragraph in each category provides an interpretation of the meaning of a higher score and the second paragraph is an explanation of lower scores. As stated, there is no precise meaning of a lower score. For example, for school enthusiasm, the first paragraph interprets scores "in the mid 30's or above." The next paragraph is an analysis of the meaning of "lower scores." A lower score could be, on the school enthusiasm category, anywhere from 0 to the mid 30's. Your score might be toward the lower end of the continuum or it could be toward the top. Thus, your interpretation of the category will be different if your score was a single digit or

in the teens as contrasted with a score in the high 20's or low 30's. In other words, the description of a low score might be more true of you if your score was a 6 as compared to a 29.

Don't get caught up in the numerical aspects of the interpretation of your scores. The goal here is to provide information that can serve as a springboard in your quest to find colleges that are a good match for you. "High" and "low" numbers are less significant than using the information here to contemplate your unique cluster of college planning attributes.

School Enthusiasm

Those who score in the mid 30's or above often feel comfortable with the tasks and central qualities of school. In general, they like going to classes and have positive feelings about the academic nature of school.

If your score is lower here, there are several possibilities. You may enjoy some of the social features of school more than the actual classes, teachers, and classroom information. You may not have found school to be a successful academic experience, and your struggle with school may affect your attitude toward it. Your school attitude may impact your feelings about planning for college, your willingness to enter a challenging college environment, the level of competitiveness you prefer, as well as your motivation to stay in school. Do you have the motivation to be successful in college? You may not have enjoyed high school because particular characteristics of your school may not have been right for you. If that is the case, you have a chance to choose the college you will attend carefully. Your analysis of factors important in selecting a college (Chapter 3) will be particularly important in finding a college you can be excited about attending. Finally, consider these questions: Is the time right to enter college? Would you benefit from a year of travel, work or some other activity before entering college?

Participant Learner

If your score in this category is in the mid 30's or higher, you likely want to take an active, rather than a passive, approach to learning. You are not comfortable merely taking notes and regurgitating the teacher's lectures. You want to get involved. You normally do the homework your teachers assign, not only because you have to, but because it helps you learn. Likely, you participate in class discussion, enjoy it, and learn from your peers. You read the textbooks and might even read an extra book about a topic in which you are interested. Learning and understanding are so important to you that you are assertive in asking questions of teachers and fellow students. You will likely be most comfortable in colleges where professors are readily available and lecture classes are not huge. In addition, you will want opportunities for discussions and seminars as part of your college experience. High scorers should consider smaller colleges.

Lower scorers have several factors to consider. You may be interested in and committed to learning, but may prefer to learn quietly and deliberately. You may not need to participate verbally in class to learn course material. Course lectures, reading and out-of-class assignments are normally sufficient ways of learning for these students. In fact, class size will not be as significant a factor. Lower scores here may suggest a person who is better able to tolerate large classes. Hence, large sized colleges may meet your needs.

Affection for Knowledge

If you scored in the 40's or above here, the life of the mind is exciting to you. You might read widely about a variety of topics and you enjoy learning for the sake of learning, not because you may get a good grade. You enjoy talking about ideas, philosophies and trading new perspectives. These students will look to academic challenges and to colleges that will stimulate their minds. You should be aware that big name colleges are not the only ones that provide intellectual stimulation. There are dozens of colleges that are

intellectually stimulating (and not just those in the Ivy League Athletic Conference). For some students, looking at non-traditional colleges that do not stress grades is worthwhile.

Lower scores suggest that you are less comfortable with intellectual ideas and concepts. You may not have been exposed to compelling topics, issues or ideas. You may not have had experiences that have excited you about learning. You want to be cautious about applying to a college that expect you to have a serious academic focus immediately. You may want to use college as a place to try classes or subjects with which you are unfamiliar; you may be pleasantly surprised by how interesting a new subject can be. On the other hand, you might prefer a college where the classes are more directly applicable to your interests.

Basic Academic Skills

Students who score in the 40's or above are typically comfortable with the skills particularly valuable to success in college--writing, reading, note taking and prioritizing. Such students usually find college to be a bit less demanding because they are secure with the strength of their academic skills.

There are several considerations for the student who has a lower score in this category. You may want to work to find colleges where some extra assistance from teachers is readily available. You may want to exercise care and judgment when selecting English classes in college and you may want to seek opportunities where you can best develop your study skills. You may also want to guard against taking too many classes with heavy reading requirements during freshman year. On the other hand, lower scores may reflect a student who is overly critical of their own skills--but are fully able to handle the academic demands of typical freshmen courses.

Independence

Taking charge of one's own life is assessed here. College students choose their own class schedules, their own social "do's and don'ts" and their own hours. Students who score in the 40's or above will likely be comfortable with such freedom. They are less apt to act in irresponsible ways while away from home and, further, are less in need of their friends' approval before making important decisions. They will have little difficulty at colleges where there is a great deal of freedom in choosing classes and in setting your own dormitory rules. Because of your self-sufficiency, you may not need the "excitement" of a college in a large city since you will be able to generate activities for yourself even at an isolated college locale.

Those with lower scores may need more structure to be most comfortable. You may feel more at home with a series of required classes; you may prefer a college with a range of planned activities and things to do. Further, you may need to work on self-discipline or practice assuming responsibility for decisions and their consequences. A smaller college might encourage you to build your self confidence and independence. On the other hand, you may merely be transitioning from dependence to independence.

Career Orientation

Students whose scores in this category are in the 40's or higher often see college as a means to an end; in other words, these students look at college as a way to get to other lifetime goals--often, to positions of professional and vocational competence. They look at college as a vehicle for vocational preparation. As such, they will want to explore professionally-related majors and seek colleges where they will be able to keep "on track" toward meeting the needs of their chosen careers. Such students should review general educational requirements at colleges of interest. Too many required humanities courses, for example, may be less appealing than the freedom to concentrate on subjects of interest early on.

A lower score is common in this category and reflects a student who wants a general, broad based college education. You are likely very open to a wide variety of learning experiences that college may bring. You may look at college as a time for academic experimentation; where you can test a variety of ideas and

career paths. You may want to explore traditional liberal art colleges with many options in the humanities, social sciences and sciences. Whether it's liberal arts or something else, you are on track to discover your likes and dislikes in college.

Social Consciousness

Scores in the high 30's and above suggest you care about the world and may not be satisfied with the "status quo." Your concern about the state of the world may influence your life and you may want to find outlets for your compassion and empathy. High scorers may want to look for colleges with political action committees, volunteer opportunities or other activities geared to reaching out beyond the bounds of campus. Some colleges place an explicit value on recognizing one's responsibility to the world.

Students whose scores are lower in this area may not be sensitive to or aware of the numerous opportunities for social responsibility. You may be comfortable pursuing your individual goals or you may have other priorities. Lower scores don't mean you don't have a social conscious! It may merely reflect that, at present, the drive for helping others is less salient than other motivators in your life.

Self Understanding

Those who score in the high 30's and above are typically in touch with their own good and bad qualities. You are fairly comfortable with who you are and don't let others direct your thoughts and behaviors. You are accepting of yourself. Your self-awareness will aid you in adjusting to college and in making decisions once you enroll. You will be less prone to behave in college as to impress others. You are comfortable with your abilities and personality and such comfort will enable you to make mature decisions in college.

If your score was lower here, you may be just beginning to know yourself. Normally, teenagers' perceptions of themselves are heavily influenced by peers. Is it possible that you are overly responsive to the wishes and demands others have for you? Your focus on pleasing others may override your personal wants and needs. You might find it easier to acquire self-understanding and confidence at a smaller, more supportive college than at an enormous university. You might look for schools where you'll be a big fish in a small pond. Lower scores are not necessarily bad! This is a skill that is a lifetime in the making.

Academic/Social Balance

Scores in the high 30's and above suggest a student who places priority on both academics and extracurricular experiences. You will want to choose a college where you will have a balanced life; that is, where you will have time for both your academic pursuits as well as extracurricular activities and personal time. You will want to look for colleges known as having a "work hard/play hard" philosophy. You should consider colleges within which you are very likely to be similar academically to the majority of other students. You should consider your college choices carefully--being certain you are not getting in "over your head." You will want to choose a college where you are as likely as anyone else to understand the material in your classes, to spend about the same amount of time studying and to be able to have a life outside of the classroom. In researching of colleges, look carefully at the characteristics of students who enroll--what were their grade point averages? Test scores? Have they taken courses in high school fairly similar to the ones you have chosen?

There are several ways to interpret a lower score here. Maybe you put a high priority on academics and want college to be all about learning. Or maybe you put a high priority on your social life and want college to be all about having fun. If you place high priority on academics alone, you may be comfortable at a college that is academically intense. If you value social experiences highly, you will want to choose colleges where you will have time to get involved in campus activities and time for your friends.

Eagerness for College

Students whose scores are in the high 30's and higher anticipate college in a favorable way and are looking forward to the collegiate experience. Adjustment will likely be easy as your enthusiasm will be a great asset in learning to master college life. While you may have some concerns about college, in general your attitude is positive. Because you played a primary role in deciding to attend college, you likely have specific goals regarding the appropriate use of your college years.

There are many reasons for a lower score and such scores don't mean you are not "college material" or that you are not looking forward to the college experience. In fact, eagerness for college ebbs and flows during the high school years. But a lower score is worth thinking about. Are you motivated to attend college? You will want to give special consideration to the ways you can make college a satisfying and productive experience. Some fears about college, leaving home and being independent are perfectly normal, so if you had a lower score in this area, involve yourself in the planning and decision-making processes and you will feel more in control and less like you are being pushed into college. But think carefully about, and seek assistance with, the timing and the nature of your college years.

What Do My Scores Tell Me About Choosing a College?

You have now scored each of the categories and learned what each means. Look back on the categories where your scores are highest and where your scores are lowest. Keep in mind that a self-survey such as this one, relying on numerical results, is inherently flawed. The self-survey is only meaningful if you use it to think about the issues presented in the categories in order to help you build your college list in a productive, informed way.

The following questions pertain to your scores. The questions will allow you to analyze, clarify and understand what your scores mean as you begin the task of choosing your college.

Analysis of Survey Results

1. List below the three categories in which you received the highest score:

Highest score category: _____

Second highest score category: _____

Third highest score category: _____

2. In your own words, describe what your highest score category says about you and your college-going needs:

3. In your own words, describe what your second highest score category says about you and your college-going needs:

4. List below the two categories in which you received the lowest scores:

Lowest score category: _____

Second lowest score category: _____

5. In your own words, describe what your lowest score category says about you and your college-going needs:

6. Look at your score in the category "Basic Academic Skills." What does your score indicate about your writing, reading, note taking and prioritizing skills? How do you assess the academic skill you will need to be successful in college?

7. Look at your scores in the categories "Affection for Knowledge" and "Academic/Social Balance." How would you describe the amount of pressure that is right for you in college? Do you need/want highly intense academic environment?

8. Look at your score in the category "Participant Learner." What does it indicate in terms of size of the college that is right for you? Which is better: smaller classes or larger classes?

9. Look at *all* of your scores. What have you learned about yourself which might be helpful in assessing your strengths and weaknesses as a potential college student? Did you learn anything else about yourself that may help you in "fitting in" to a college?

You should share your responses to this Worksheet with your counselor, consultant, parent, or others that are helping you find a college that's good for you.