

Self-Survey for the College-Bound Student

What you need to know about yourself when choosing a college*

Content reprinted from: College Match: A Blueprint For Choosing The Best School For You by Dr. Steven R. Antonoff
 Also available online at *U.S. News*, www.usnews.com (look for "The College Personality Quiz").

| Item | Very True | Sometime True | Not Sure | Not true |
|--|-----------|---------------|----------|----------|
| 1. There are several social issues or "causes" about which I care deeply. | | | | |
| 2. I often participate in class discussions. | | | | |
| 3. I enjoy reading. | | | | |
| 4. I feel I know myself pretty well | | | | |
| 5. I'm excited for my college years to begin. | | | | |
| 6. There are at least three things I can do better than others around me and at least three things others can do better. | | | | |
| 7. If I don't understand something in class, I typically feel comfortable asking my teacher a question. | | | | |
| 8. School is fun. | | | | |
| 9. I normally am enthused about the classes I am taking. | | | | |
| 10. I can identify at least one school subject or topic about which I am truly passionate. | | | | |
| 11. I believe one of the most important reasons to go to college is to get a job. | | | | |
| 12. I want to organize myself so I have time for both homework and for out-of-class activities. | | | | |
| 13. If I felt I was really learning something in a class, the grade I received would not matter that much. | | | | |
| 14. If I want to do something on a Saturday afternoon, I usually don't need my friends to do it with me. | | | | |
| 15. I am satisfied with my listening skills in my classes. | | | | |
| 16. I can truly say I enjoy school. | | | | |
| 17. I will enjoy college a lot more if I can see how my classes apply to real life. | | | | |
| 18. I am interested in and feel comfortable talking about current events. | | | | |
| 19. Going to college means growing, learning, changing; It is not just "the thing to do." | | | | |
| 20. I enjoy learning things on my own (and not just for a class). | | | | |
| 21. I enjoy hearing and discussing other students' ideas in class. | | | | |
| 22. I see college more as a time for preparing for a career than for discovering my intellectual interests. | | | | |
| 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). | | | | |
| 24. Even if my friends weren't there, I would still like school. | | | | |
| 25. My friends and I enjoy discussing concepts and intellectual ideas. | | | | |
| 26. My parents don't have to remind me to study or do my homework. | | | | |
| 27. My English teachers commend me on the quality of my papers and written assignments. | | | | |

| | Very True | Sometimes True | Not Sure | Not True |
|---|-----------|----------------|----------|----------|
| 28. Making others happy is one of my primary goals. | | | | |
| 29. Most of the time, I feel others understand me. | | | | |
| 30. On most homework assignments, I do everything that needs to be done. | | | | |
| 31. I am comfortable making some decisions without my parents' input. | | | | |
| 32. I want to commit at least part of my life to bettering society. | | | | |
| 33. Unless I have decided on a career, it will be hard to choose a college. | | | | |
| 34. On most days, I look forward to going to school. | | | | |
| 35. I enjoy going to the art museum and/or the symphony. | | | | |
| 36. I keep my own schedule of appointments. | | | | |
| 37. There is more to college than going to class and doing homework. | | | | |
| 38. I'm usually good at prioritizing my time to get my studying done. | | | | |
| 39. I usually find class discussions stimulating and interesting. | | | | |
| 40. Learning about many different academic subjects – history, English, math and so on – is interesting to me. | | | | |
| 41. I usually plan my own social activities. | | | | |
| 42. Unless I know I can use the material I am learning in class, I tend to lose interest quickly. | | | | |
| 43. By late summer, I'm eager to go back to school. | | | | |
| 44. The college philosophy "work hard – play hard" appeals to me. | | | | |
| 45. I see many benefits in going to college. | | | | |
| 46. If given the opportunity, I would enjoy participating in a political campaign. | | | | |
| 47. I seldom get "tongue-tied" when trying to express myself. | | | | |
| 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. | | | | |
| 49. I usually go beyond class requirements, not because I have to, but because I am interested in the class. | | | | |
| 50. I like colleges that emphasize pre-professional programs (pre-med, pre-law, pre-business, etc.) | | | | |
| 51. I want to go to college as much as my parents want me to go. | | | | |
| 52. It is easy for me to identify my favorite class in school. | | | | |
| 53. When I know the answer to a question in class, I routinely raise my hand. | | | | |
| 54. I do not feel pushed into going to college. | | | | |
| 55. I am not afraid to take a position with which others will disagree. | | | | |
| 56. One of my top goals is to develop a philosophy of life. | | | | |
| 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. | | | | |

| | Very True | Sometimes True | Not Sure | Not True |
|---|-----------|----------------|----------|----------|
| 58. I like a challenge, but I don't want to be academically overwhelmed in college. | | | | |
| 59. I can express reasons for wanting to go to college. | | | | |
| 60. I like teachers who encourage me to think about how academic subjects interrelate. | | | | |
| 61. I am ready to begin thinking about my future and planning for college. | | | | |
| 62. I would not be willing to give up my extracurricular interests to make excellent grades. | | | | |
| 63. Learning by discussion is more fun than learning by listening to a teacher lecture. | | | | |
| 64. I read about news, politics and international affairs in the newspaper or on the Internet. | | | | |
| 65. It is not that important for me to look and act like my friends. | | | | |
| 66. When I walk into class, I feel prepared and ready to share what I know. | | | | |
| 67. Thinking about one of my weaknesses is not uncomfortable for me. | | | | |
| 68. The thought of college doesn't particularly scare me. | | | | |
| 69. I'm pretty good at making decisions. | | | | |
| 70. Writing essays and papers is relatively easy for me. | | | | |
| 71. Building good relationships with teachers is important to me. | | | | |
| 72. I am willing to study hard in college, but I also want time to be involved in activities and have time with my friends. | | | | |
| 73. As far as intelligence, I want the other kids at my college to be similar to me. | | | | |
| 74. I can easily identify the special qualities my friends like about me. | | | | |
| 75. If asked, I could easily list two or three words that describe me. | | | | |
| 76. My note-taking skills are good. | | | | |
| 77. I believe I know how to motivate myself to be successful in school. | | | | |
| 78. I am comfortable with my reading speed and comprehension. | | | | |
| 79. I seldom get homesick when I'm away from home for a few days. | | | | |
| 80. I enjoy volunteering my time to help people in need. | | | | |

**FHS Disclaimer: Please be reminded this "test" is a resource intended to assist a student in the selection process of finding a college that fits his/her personality and learning styles. It is not an absolute and it is the responsibility of the student to be comprehensive and thorough in his/her research of colleges.*

Scoring your answers:

Go back to each page of the survey and 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. For each of the question numbers, enter your score in the appropriate blank space. Fill in all of your scores then total them in each category. Each total score may range from 0 to 72. You can interpret your score as high, medium or low, as follows:

High Scores - 57 or higher

Medium Scores – 48 to 56

Low Scores – 47 or less

Categories:

SCHOOLENTHUSIASM

8. _____

9. _____

16. _____

24. _____

30. _____

34. _____

43. _____

52. _____

Total: _____

My School Enthusiasm score is:

High ___ Medium ___ Low ___

PARTICIPANT LEARNER

2. _____

7. _____

21. _____

39. _____

53. _____

63. _____

66. _____

71. _____

Total: _____

My Participant Learner score is:

High ___ Medium ___ Low ___

AFFECTION FOR KNOWLEDGE

10. _____

13. _____

20. _____

25. _____

35. _____

40. _____

49. _____

60. _____

Total: _____

My Affection for Knowledge score is:

High ___ Medium ___ Low ___

BASIC ACADEMIC SKILLS

3. _____

15. _____

27. _____

38. _____

47. _____

70. _____

76. _____

78. _____

Total: _____

My Basic Academic Skills score is:

INDEPENDENCE

14. _____

26. _____

31. _____

36. _____

41. _____

55. _____

65. _____

79. _____

Total: _____

My Independence score is:

CAREER ORIENTATION

11. _____

17. _____

22. _____

33. _____

42. _____

48. _____

50. _____

57. _____

Total: _____

My Career Orientation score is:

High____Medium____Low____

High____Medium____Low____

High____Medium____Low____

SELF CONSCIOUSNESS

- 1. _____
- 18. _____
- 28. _____
- 32. _____
- 46. _____
- 56. _____
- 64. _____
- 80. _____

Total: _____

My Self Consciousness score is:

High____Medium____Low____

SELF-UNDERSTANDING

- 4. _____
- 6. _____
- 29. _____
- 67. _____
- 69. _____
- 74. _____
- 75. _____
- 77. _____

Total: _____

My Self Understanding score is:

High____Medium____Low____

ACADEMIC/SOCIAL BALANCE

- 12. _____
- 23. _____
- 37. _____
- 44. _____
- 58. _____
- 62. _____
- 72. _____
- 73. _____

Total: _____

My Academic/Social Balance score is:

High____Medium____Low____

EAGERNESS FOR COLLEGE

- 5. _____
- 19. _____
- 45. _____
- 51. _____
- 54. _____
- 59. _____
- 61. _____
- 68. _____

Total: _____

My Eagerness for College score is:

High____Medium____Low____

What do these categories mean?

Read through these descriptions so that you understand what each stands for and, therefore, what your responses may say about you.

SCHOOL ENTHUSIASM

High scorers 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 the school.

If you score low here, you may enjoy some of the social features of school more than the actual classes, teachers, and classroom information. Additionally, 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. Think carefully about your choice of going to college. Is the time right? Would I benefit from a year of travel, work or some other activity before entering college? Do I currently have the motivation to be successful in college? On the other hand, you may not have enjoyed high school because the particular characteristics of your school may not have been right for you. If that is the case, you have a chance to choose carefully the college you will attend. Your factors important in selecting a college will be particularly meaningful.

PARTICIPANT LEARNER

If you scored high here, you 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. You participate in class discussion, enjoy it, and learn from your peers. You read the textbook and might even read an extra book about the 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. High scorers will likely be most comfortable in colleges where professors are readily available and lecture classes of 500 are not the norm. High scorers will want opportunities for discussions and seminars as part of their college experiences. In other words, high scorers should seriously consider smaller colleges.

Lower scorers are interested in and committed to learning, but may prefer to learn quietly and deliberately; lower scorers do not participate verbally in class to learn course material. Course lectures, reading and out-of-class assignments are normally sufficient ways of learning for the low scorer. Class size will not be as significant a factor for the low scorer as for the high scorer. Low scorers are better able to tolerate large classes. Hence, large size colleges may meet your needs.

AFFECTION FOR KNOWLEDGE

If you scored high here, the life of the mind is exciting to you. You likely read widely about a variety of topics, 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. High scorers will look for academic challenges and colleges that will stimulate their minds. High scorers should be aware that big name colleges are not the only ones that provide intellectual stimulation. In fact, many colleges are more scholarly than Ivy League colleges. High scorers may even look for those non-traditional colleges that do not stress grades.

Lower scorers 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 will expect you to have a serious academic focus immediately. You may want to use college as a place to try classes or subject with which you are unfamiliar; you may be pleasantly surprised by how interesting a new subject might be.

BASIC ACADEMIC SKILLS

High scorers here are comfortable with the skills particularly valuable to success in college – writing, reading, note-taking and prioritizing. They will usually find college to be a bit less demanding because they are secure with the strength of their academic skills.

Lower scorers may want to work to find colleges where some extra assistance from teachers is readily available. They may want to exercise care and judgment when selecting English classes in college and may want to seek opportunities where they can best develop their study skills. They may also want to guard against taking too many classes with heavy reading requirements during freshman year. And they may want to look at colleges that provide extra help with English papers and other assignments.

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. High scorers will 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 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.

Low or medium 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. A low scorer 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.

CAREER ORIENTATION

High scorers see college as a means to an end; in other words, they look at colleges as a way to get to other lifetime goals – often, to positions of professional competence and lifetime status. 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 education requirements at colleges of interest. Too many required humanities courses, for example, may be less appealing than the freedom to concentrate on topics of interest early on.

A lower scorer here suggests you are very open to the wide variety and extent of learning experiences that college may bring. You may see college as a time for experimenting with and testing a variety of ideas and career paths. The ambiguity of thinking about a range of career choices is not necessarily uncomfortable for you. You may want to explore traditional liberal arts colleges with many options in the humanities, social sciences and sciences.

SOCIAL CONSCIOUSNESS

High scorers 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 need 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 the campus. Some colleges place an explicit value on recognizing one's responsibility to the world.

Low or medium scorers may simply not be sensitive to or aware of the numerous opportunities for social responsibility. You are more comfortable pursuing your individual goals.

SELF-UNDERSTANDING

As a high scorer, you are in touch with both good and bad qualities in yourself. You are fairly comfortable with who you are and don't let others tell you who you are. 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 so

as to impress others. You are comfortable with your abilities and personality and such comfort will enable you to make mature decisions in college.

Low or medium scorers may be just beginning to know themselves. Normally, teenagers' perceptions of themselves are heavily influenced by peers, but low scorers here may be overly responsive to the wishes and demands others have for them. You may be trying so hard to please, you don't know what you really want. A low scorer might find it easier to acquire self-understanding and confidence at a smaller, more supportive college than at an enormous university. Low scorers might look for schools where they'll be a big fish in a small pond.

ACADEMIC/SOCIAL BALANCE

High scorers suggest you place priority on both academics and extracurricular experiences and 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 should consider colleges within which you are very likely to be similar academically to the majority of 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?

A lower scorer here might indicate you place a higher priority on either academics or on social experiences. If you place high priority on academics alone, you may be comfortable at a college where most of your time will have to be devoted to academic pursuits. You feel comfortable if most of your peers are stronger students than you. If you value social experiences highly, you will want to choose colleges where you are more likely to achieve easily – or where you are better prepared academically than the other students.

EAGERNESS FOR COLLEGE

High scorers anticipate college in a favorable way and are looking forward to the collegiate experience. Adjustments 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.

Low or medium scorers may want to think carefully about their motivation for attending college. Similarly, they will want to give special consideration to the ways they might make college a satisfying and productive experience. Some fears about college, leaving home and being independent are perfectly normal, so if you scored low, involve yourself in the planning and decision-making process and you will feel more in control and less like you are being pushed into college. But do 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?

Look back on the categories where your scores are highest, lowest and in the middle range.

All of your scores may have fallen in the high range; or, they all may have fallen in the low range. Either is perfectly normal. Another possibility is that most of your scores fell in the medium range. Again, that's OK. If they fell in the medium range, go back and review the descriptions of each category and decide which facets of the descriptions are true of you. Remember, high scores are not necessarily “good”, low scores are not necessarily “bad”. Scores are meaningful only in helping you learn more about yourself. Such insight will help you make better college choices.

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

1. List below the three categories in which you received the highest scores:
 - a. Highest score category: _____
 - b. Second highest score category: _____
 - c. Third highest score category: _____

2. In your own words, describe what your highest score category says about you:

3. In your own words, describe what your second highest score category says about you:

4. List below the two categories in which you received the lowest score:
 - a. Lowest score category: _____
 - b. Second lowest score category: _____

5. In your own words, describe what your lowest score category says about you:

6. Do your responses on this worksheet tell you anything about the type of college which would be right for you? Think about the following:
 - a. Look at your score in the categories "SCHOOL ENTHUSIASM" and "EAGERNESS FOR COLLEGE". What do they tell you about your motivation for going to college?

 - b. 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 skills you will need to be successful in college?

 - c. Look at your scores in the categories "AFFECTION FOR KNOWLEDGE" and "CAREER ORIENTATION." What might they suggest about your desire for a general ("liberal arts") education versus one geared toward career preparation?

 - d. Look at your scores in the categories "AFFECTION FOR KNOWLEDGE" and "ACADEMIC/SOCIAL BALANCE." From these scores, determine how much pressure is right for you in choosing college.

- e. While it may be tempting to say , “Oh, in college I’ll change and really book it,” seldom is such a change seen overnight. So be realistic.
- f. Look at your scores in the categories “INDEPENDENCE” and “SELF UNDERSTANDING.” What do your scores tell you about your ability to handle the independent living demanded in college? What issues, if any, will you need to deal with prior to leaving for college?
- g. Look at your score in the category “SELF UNDERSTANDING.” How well do you feel you know yourself? Don’t be distressed if you answer is “not real well.” The teenage years, after all, are times of change and you may still be thinking about and working on the many dimensions of yourself. This type of work and thought is commendable.
- h. Look at your score in the category “PARTICIPANT LEARNER.” What does it indicate in terms of size of the college which would enable you to make good grades? What type of relationship with professors will be best for you?
- i. 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? What else did you learn about yourself that may help you in “fitting in” to a college?

Begin looking at your activities & experience record

If you have not started this record, now is the time. Naviance can also help you keep track under “My Resume”.

List and prioritize you in-school and out-of-school activities. Example: student government, drama, publications, sports, clubs. List them in order of importance to you and the grade levels you participated in them.

How many hours a week to you participate?

This is important information gathering in preparation for college applications.

What are your hobbies, interests? Where do you devote your time? Where have you travelled in the last three years?

Academic honors in grades 9-12. Other honors: academic, literary, musical, artistic, etc.

Employment

Summer vacations: what have you done the last two summers?

Talk to your high school counselor

Evaluate your admission profile with your counselor. What is your academic strength as a college student? Are you on track with the right high school courses?

Do you have good academic skills? Study skills and time management? Do you have good sources for recommendations?

Keep a record of all your test scores

List your PSAT, SAT Critical Reading, SAT Mathematics, SAT Writing, ACT Composite

If you keep your list in Naviance under “My Test Scores” you will always see how you compare with other FHS students.