

# College Study Skills Inventory CSSI™

A self-reporting questionnaire for assessing the study skills  
required for college success.

By

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Adapted from *The Learning Wizard*  
<http://www.thelearningwizard.com>

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## Directions:

The purpose of this inventory is to determine what study skills you now employ and what study skills you need to develop to be successful in college.

1. Read each statement and consider how it applies to you.
2. Answer each question as accurately and truthfully as possible. Keep in mind that this inventory is not a test but rather a diagnostic tool to determine your ability to successfully learn the information required to succeed in college-level classes.

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Goal Setting</b>	Yes	No	Not Sure	
Do you know . . .				
Why an academic goal is necessary for college success?				
The importance of having short and long-term goals?				
What career field you desire to enter?				
How all of the courses you plan to take or taking relate to your educational goal?				
Information about other career fields that interest you?				
If you really want to achieve the education goal you are pursuing?				
Where to find information about different careers?				
The employment opportunities of your career field?				
Why English, mathematics, and reading skills are required for your career?				
How educational goals are used to keep focus on obtaining, retaining, and using the information found in college courses?				
<b>Study Time Required</b>	Always	Usually	Some-times	Never
Do you . . .				
Determine before enrolling in a course the amount of study time required?				
Determine before enrolling in a course the study time you have available?				
Find that lack of study time caused you to receive a poor grade?				
Find you have trouble finding time to complete assignments due to other responsibilities?				
Worry about having the time required to prepare for present or future courses?				
Find that unexpected events keep taking time away from the study time needed?				
<b>Determining Priorities</b>	Always	Usually	Some-times	Never
Do you . . .				
Spend hours cramming the night before a test?				
Spend time on recreational activities while assignments are not completed?				
Wait until the last minute to write reports and papers?				
Inform others that preparing for your courses is your greatest priority?				
Complete assignments several days before they are due?				
Let other people determine the priority of the activities you are involved?				
When working on an assignment, tell someone who interrupts that you need to finish the assignment now?				
Avoid activities that interfere with planned study time?				

<b>Time Management</b>	Always	Usually	Some- times	Never
<b>Do you . . .</b>				
Keeps a calendar listing your activities and courses' assignments?				
Determine in advance when you plan to complete assignments?				
Set a time when an assignment will be completed?				
At the beginning of each week review your schedule to determine the assignments that need to be completed?				
Estimate how long each assignment in your courses will take?				
Schedule study time when feeling alert and focused?				
Do difficult assignment first?				
<b>Perseverance</b>	Always	Usually	Some- times	Never
<b>Have you . . .</b>				
Become involved or attended activities related to the courses you are enrolled?				
Wanted to learn more about the subject of the courses you are taking?				
Wanted to take a break from studying?				
Felt a loss of interest in the courses you are enrolled or plan to enroll?				
<b>Procrastinating</b>	Always	Usually	Some- times	Never
<b>Do you . . .</b>				
Belong or plan to attend a study group?				
Let other commitments interfere with you assignments?				
Become involved in a course's activities that you are not committed or interested?				
Become so overwhelmed when given an assignment that you cannot get started.				
Wait until the last minute to start a project?				
Select assignments that are not realistic or impossible to complete?				
Spend time on the Internet or texting messages when you should be studying?				
Avoid starting a difficult assignment?				
Find unimportant tasks to occupy your time when needing to start an assignment?				
<b>Questioning</b>	Always	Usually	Some- times	Never
<b>Do you . . .</b>				
Know what questions must be answered to understand information about any term or topic?				
Develop questions about the topics covered in the textbook chapter or assigned reading material before beginning to read?				
Use questions to keep focused on obtaining and retaining information?				
Know what questions to ask to determine the study requirements of the information required to be learned?				

<b>Cognitive Maps and Outline</b>		Always	Usually	Some- times	Never
Do you . . .					
Develop a mental outline of topics covered before beginning to obtain information?					
Use a cognitive map or outline form to place information as it is being obtained?					
Know the advantages of using a cognitive map to organize information?					
Visualize the relationship connecting the items of information when obtaining it?					
Know the limitations of highlighting, underlining and outlining information?					
Always learn the definition, cause, effect, similarities and differences for each new term given in your courses?					
Know how to use a term's definition to determine what is and what is not an example of the term?					
<b>Reading Rate</b>		Always	Usually	Some- times	Never
Do you . . .					
Read everything at the same rate?					
Use your purpose for reading to vary your reading rate?					
Have any bad reading habits such as lip and/or head moving as you read?					
<b>Retention</b>		Always	Usually	Some- times	Never
Do you . . .					
Review course material at frequent intervals?					
Always remember the required information for your courses?					
Use self-talk when reviewing?					
Understand the definition of all of the new terms introduced in a course?					
Connect new terms to past, current and future applications?					
Know the cause and effect of each new term?		?			
Translate information being obtained into your own words or way of explaining it?					
Organize information being obtained into chunks in a cognitive map or outline?					
Use mnemonic devices whenever necessary?					
Find ways to connect information to be learned to your senses?					
Reflect briefly on a topic before moving to the next topic?					
Find ways of preventing the information being learned from interfering with known or new information to be obtained?					
Use self-testing to determine what information still needs to be reviewed?					
Know how to prevent learning plateaus?					
Have a positive state of mind when obtaining and reviewing information?					
Review information under the conditions it will later be used?					
Have a regular exercise program?					
<b>Recall</b>		Always	Usually	Some- times	Never
Do you . . .					
Use a mental cognitive map to recall information?					
Know techniques to recall information stored in one's memory?					
Determine how information can be recalled later when you are obtaining it?					

<b>Test Preparation</b>		Always	Usually	Some- times	Never
Have you . . .					
Used self-testing to determine if you know the definition, cause, and effect of every term introduced and that you are able to recognize examples of it?					
Always reviewed information in an outline or cognitive map?					
Reviewed information soon after it is obtained?					
Predicted test questions and answers when obtaining information and reviewing it?					
Answered all questions at the end of a textbook chapter and in a study guide?					
Reviewed material by predicting test questions with a study group?					
Planned on completing your final review before the last class period prior to the test?					
Planned to eat and drink energy food before the test?					
Planned to arrive at the test well rested?					
Planned to arrive at the test 10 to 15 minutes before the test?					
Used physical and mental activities to become focused on taking the test?					
Used the appropriate study strategies to prevent test anxiety?					
<b>Test Taking</b>		Always	Usually	Some- times	Never
Do you . . .					
<b>(For True / False Test Questions):</b>					
Determine if every part of the statement true or false?					
Look for language clues signaling statement probably is true or false?					
Guess when not knowing the answer?					
<b>(For Multiple Choice Test Questions):</b>					
Usually enter the first answer that comes into your mind?					
Carefully answer "is not" questions?					
Use strategies to eliminate all but two responses?					
Use information given in the textbook as the correct answer?					
Predict the answer before reading the responses given?					
Guess when not knowing the answer?					
<b>(For Essay Test Questions):</b>					
Answer the easiest questions first?					
Use a time schedule so all questions can be answered?					
Develop an outline of the topics covered before writing the essay's answer?					
Limit the information to only that requested?					
Organize the information in the logical sequence required by the question?					
Use technical vocabulary whenever possible?					
Leave space after each question for information you want to add later?					
Proofread your essay before turning it in?					

<b>Test Debriefing</b>	Always	Most times	Some-times	Never
Determine if . . .				
<b>Topics instructor said would be measured by the test</b>				
Topics were found on the test				
Topics were not on the test				
<b>Information required by test questions</b>				
Facts and factual statements				
Topic and supporting details				
<b>Questions required knowing a term's</b>				
Definition				
Example				
Cause				
Effect				
Comparisons				
Contrasts				
<b>Source of questions</b>				
Textbook				
Other or prior textbook				
Lecture				
Assigned readings				
Course objectives				
Study guide				
None of the above sources				

<b>Vocabulary Skills</b>		Always	Most times	Some-times	Never
Are you					
<b><u>Able to . . .</u></b>					
Answer test questions requiring knowledge of a term's definition?					
Recognize examples of all the terms not given in the textbook or lectures?					
Remember the definition of the terms introduced in your courses?					
Determine the meaning of an unknown term by using clues in the passage where the word is located?					
<b><u>Unable to understand . . .</u></b>					
A term's definition because the definition contains words whose definition is unknown?					
Rules used to solve a problem because a word's definition in the rule is unknown?					
Information in the textbook or lecture because the definition of the terms used is unknown?					
A question asked by an instructor in class because a definition of the terms used is unknown?					
Information required for critical thinking and problem solving?					
<b>Comprehension Skills</b>		Always	Most times	Some-times	Never
Are you					
<b><u>Able to . . .</u></b>					
Develop a main idea for a list of details?					
Recognize when information is being emphasized or contradicted?					
Predict test questions on information in your courses?					
Find different uses for the information in your courses?					
Use memory strategy to learn different kinds of information?					
Know what information is required to understand the material covered in a course?					
Learn the cause, effect, similarities and differences of each term introduced in your courses?					
<b><u>Unable to . . .</u></b>					
Stay interested in a class because you do not understand anything?					
Able to distinguish between important and unimportant details?					
Organize the information in a textbook and class lectures into an outline or cognitive map that can be used for review?					
Remember the information at the beginning of a chapter when you get to the end?					
Know what information needs to be learned for a test or obtained for an assignment?					
Prepared for class by completing the reading assignments before coming to class?					