



Overview of the Learning & Study Skills Inventory (LASSI)

Extensive research, development, and testing led to the creation of the LASSI, which is designed to measure learning and study strategies related to skill, will and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions.

The LASSI identifies the strengths and weaknesses of the learner, and provides feedback about areas that may prove to be more challenging, such as study skills, organization, or time management. The results of this assessment will be provided to both the learner and the coach, who will work together to create a personalized learning plan and connect the learner with resources and strategies to improve performance and overall experience of being a distance learner.

The LASSI is a 10-scale, 60-item assessment that was developed at the University of Texas at Austin by Claire Ellen Weinstein, Ph.D., Ann C. Schulte, Ph.D., and David R. Palmer, Ph.D.

Skill Component of Strategic Learning

The LASSI scales related to the skill component of strategic learning are: Information Processing, Selecting Main Ideas and Test Strategies. These scales examine students' learning strategies, skills and thought processes related to identifying, acquiring and constructing meaning for important new information, ideas and procedures, and how they prepare for and demonstrate their new knowledge on tests or other evaluative procedures.

The Will Component of Strategic Learning

The LASSI Scales related to the will component of strategic learning are: Attitude, Motivation and Anxiety. These scales measure students' receptivity to learning new information, their attitudes and interest in college, their diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements, and the degree to which they worry about their academic performance.

The Self-regulation Component of Strategic Learning

The LASSI Scales related to the self-regulation component of strategic learning are: Concentration, Time Management, Self-Testing and Using Academic Resources. These scales measure how students manage, or self-regulate and control, the whole learning process through using their time effectively, focusing their attention and maintaining their concentration over time, checking to see if they have met the learning demands for a class, an assignment or a test, and using study supports such as review sessions, tutors or special features of a textbook.

LASSI'S 10 Scales

Anxiety (ANX)

The **Anxiety Scale** assesses the degree to which students worry about school and their academic performance. Students who score low on this scale are experiencing high levels of anxiety associated with school. High levels of anxiety can help direct attention away from completing academic tasks (sample item: Worrying about doing poorly interferes with my concentration on tests). Students who score low on this scale may need to develop techniques for coping with anxiety and reducing worry so that attention can be focused on the task at hand.

Attitude (ATT)

The **Attitude Scale** assesses students' attitudes and interest in college and academic success. It examines how facilitative or debilitative their approach to college and academics is for helping them get their work done and succeeding in college (sample item: I feel confused and undecided as to what my educational goals should be). Students who score low on this scale may not believe college is relevant or important to them and may need to develop a better understanding of how college and their academic performance relates to their future life goals.

Concentration (CON)

The **Concentration Scale** assesses students' ability to direct and maintain attention on academic tasks (sample item: I find that during lectures I think of other things and don't really listen to what is being said). Low scoring students may need to learn to monitor their level of concentration and develop techniques to redirect attention and eliminate interfering thoughts or feelings so that they can be more effective and efficient learners.

Information Processing (INP)

The **Information Processing Scale** assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help build bridges between what they already know and what they are trying to learn and remember, i.e., knowledge acquisition, retention and future application (sample item: I translate what I am studying into my own words). Students who score low on this scale may have difficulty making information meaningful and storing it in memory in a way that will help them recall it in the future.

Motivation (MOT)

The **Motivation Scale** assesses students' diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements (sample item: When work is difficult I either give up or study only the easy parts). Students who score low on this scale need to accept more responsibility for their academic outcomes and learn how to set and use goals to help accomplish specific tasks.

Selecting Main Ideas (SMI)

The **Selecting Main Ideas Scale** assesses students' skill at identifying important information for further study from among less important information and supporting details (sample item: Often when studying I seem to get lost in details and can't see the forest for the trees). Students who score low on this scale may need to develop their skill at separating

out critical information on which to focus their attention. Tasks such as reading a textbook can be overwhelming if students focus on every detail presented.

Self-Testing (SFT)

The **Self-Testing Scale** assesses students' use of reviewing and comprehension monitoring techniques to determine their level of understanding of the information to be learned (sample item: I stop periodically while reading and mentally go over or review what was said). Low scoring students may need to develop an appreciation for the importance of self-testing, and learn effective techniques for reviewing information and monitoring their level of understanding or ability to apply what they are learning.

Test Strategies (TST)

The **Test Strategies Scale** assesses students' use of test preparation and test taking strategies (sample item: In taking tests, writing themes, etc., I find I have misunderstood what is wanted and lose points because of it). Low scoring students may need to learn more effective techniques for preparing for and taking tests so that they are able to effectively demonstrate their knowledge of the subject matter.

Time Management (TMT)

The **Time Management Scale** assesses students' application of time management principles to academic situations (sample item: I only study when there is the pressure of a test). Students who score low on this scale may need to develop effective scheduling and monitoring techniques in order to assure timely completion of academic tasks and to avoid procrastination while realistically including non-academic activities in their schedule.

Using Academic Resources (UAR)

The **Using Academic Resources** assesses students' willingness to use different academic resources such as writing centers, tutoring centers and learning or academic support centers, when they encounter problems with their coursework or performance (sample item: I am not comfortable asking for help from instructors in my courses). Students who score low on this scale may need help identifying and effectively using resources as the need for learning assistance becomes apparent.

Completing the LASSI

Students who sign up for academic success coaching with WKU Online will be given access to the LASSI at no charge. The LASSI requires account login, which will be provided by the academic success coach.