

ABSTRACT

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Title: EXAMINING THE VALIDITY OF LASSI-2 FOR PREDICTING COLLEGE READINESS

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The present study examined the relationship between the Learning and Study Strategies Inventory (LASSI-2) and various demographic and outcome measures in college students. The LASSI is a self-report survey that measures study strategies, motivation, time management, information processing skills, attitude and anxiety, among other attributes. Students enrolled in an Introduction to Psychology course in the spring semester completed the LASSI-2 and a demographics survey containing both pre- and post- college entry academic characteristics, such as high school GPA, SAT/ACT, and number of advanced placement courses taken during high school. Results were consistent with previous research revealing that the LASSI-2 Motivation scale significantly correlated with self-reported college GPA. Regarding the hypothesis about differences between first-generation and non-first-generation students, results indicated that non-first-generation students had significantly higher scores on both the Self-Testing and Use of Support Techniques subscales of the LASSI-2. This is consistent with previous research suggesting that first-generation students tend to be less prepared for the adjustment to college and tend to lack some key skills necessary for academic success in the college environment. Regarding the last hypothesis concerned with LASSI-2 differences between students from wealthier and poorer high schools, there were no significant differences between students from wealthier and poorer high schools or from wealthier or poorer backgrounds no matter how socioeconomic status was defined. The results warrant future investigation into the validity of LASSI-2 as a tool for identifying college students at risk for low achievement.