



Student

Stacey Oestrich

Internal/Student ID

1170214

Account

Southern New Hampshire University

Assessment Started

December 6, 2015 @ 3:10 PM EST

Assessment Completed

December 6, 2015 @ 4:11 PM EST

of online courses:

0

I feel that Southern New Hampshire University is the right school for me.

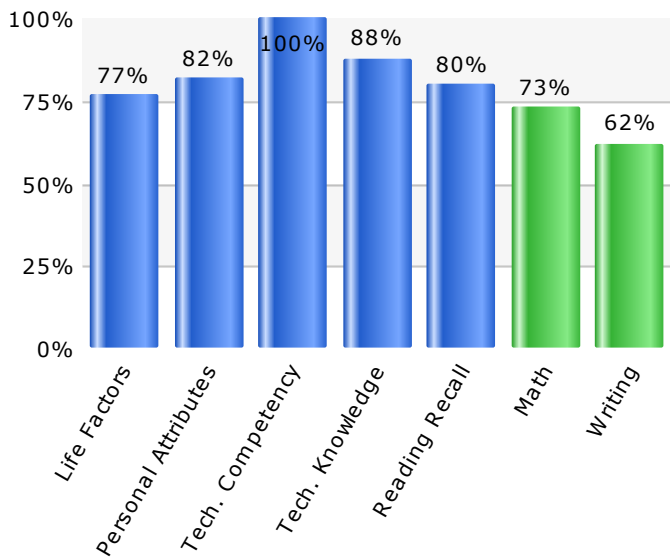
Yes, I am **confident** that it is the right school for me.

Are you a first-generation college student?

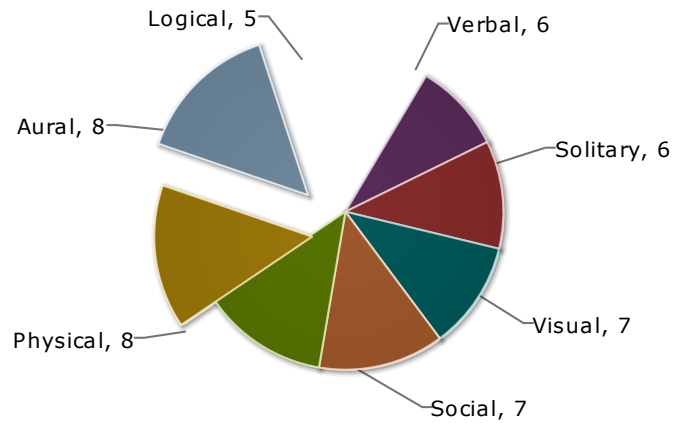
Yes

Assessment Summary

General Summary

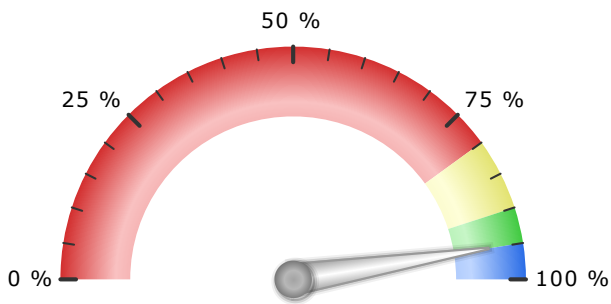


Learning Styles



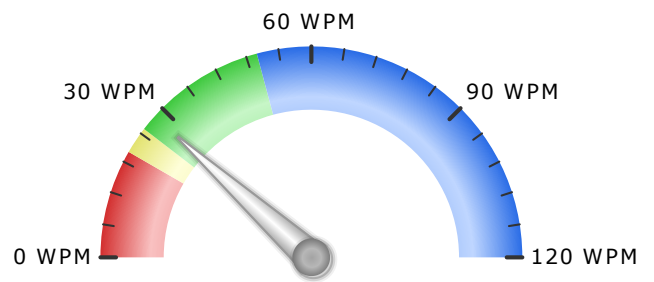
Your primary learning styles are Aural, and Physical

Typing Accuracy



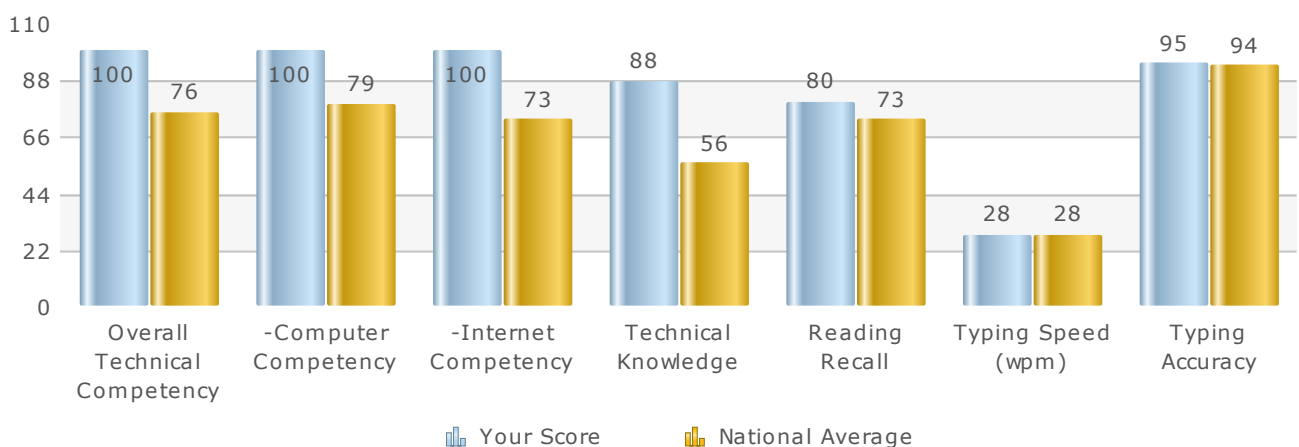
Measured at 95 %

Typing Speed



Measured at 28 WPM

Comparison To National Averages




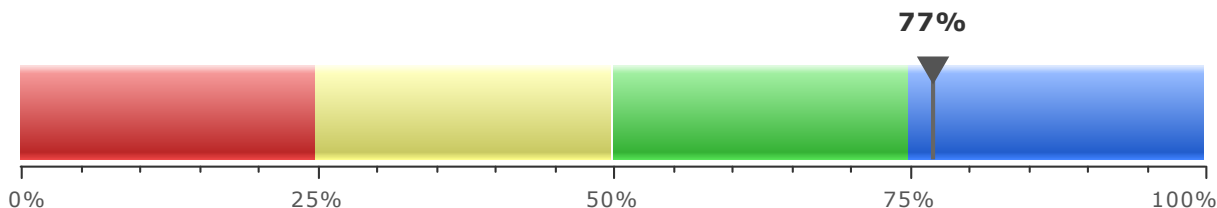
The national average represents the average of all students from all schools who have taken this version of the assessment. These national averages are automatically updated monthly.

Life Factors

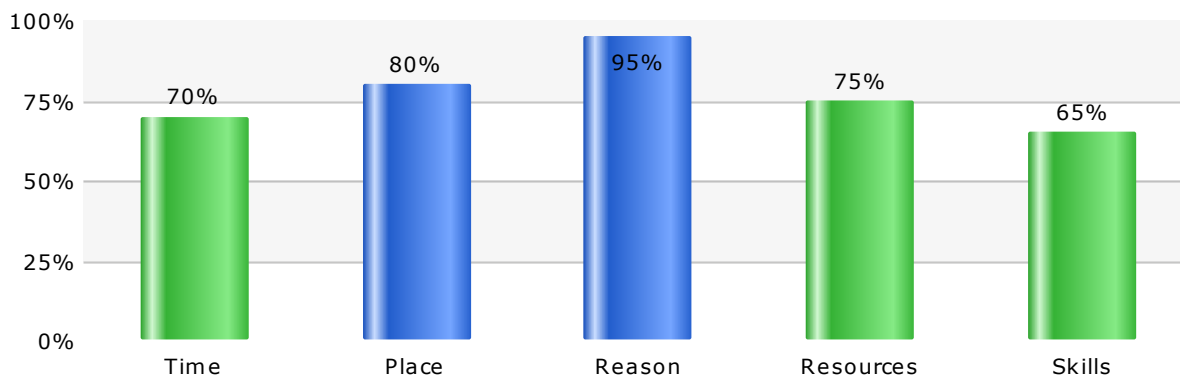
Many students strongly desire to continue their education. However, often other situations in life prevent them from being able to do so. The Life Factors section of this assessment asks questions about other elements in your life that may impact your ability to continue your education. The section measures five items: Time, Place, Reason, Resources, and Skills.

You may be able to modify circumstances which impact some of these life skills. If so, you are encouraged to take appropriate action to help yourself succeed. But some of the circumstances in life may be beyond your control. If this is the case, being aware of these realities and planning accordingly may be beneficial for you.

 The maximum possible score for this section is 100%. You scored a total of 77%. Your results for each of the five areas are below.



Detailed Item Results



3

Time

The amount of time you have available to participate in activities related to your school work is a **minor concern**. While you do have some time available for your school work, you need to communicate with others that you are continuing your education and may need to opt out of some activities to devote time to studying. You need to identify exactly what times of day you have available for studying and then guard that time just like it was an appointment on your calendar. Avoid activities like social networking which research has shown can easily consume too much time and distract you from studying.

A generally accepted rule of thumb for time spent with college classes is that you should expect to study about 2 to 3 hours per week for each unit of credit in a typical 16 week class. Based on this rule of thumb, a student taking 15 credit hours should expect to spend 30 to 45 hours each week with school work. Realize that this is similar to the time required of a typical job. Continuing your education requires a substantial investment of time. Of course, if you are working while you attend school, you will need to budget your time carefully. As a rough guideline, your studying time might be divided as follows.

If your course is	time for reading the assigned text (per week)	time for homework assignments (per week)	time for review and test preparation (avg. per week)	total study time (per week)
3 credits	4 to 5 hours	5 to 6 hours	5 to 6 hours	15 to 16 hours

Place

Your answers indicate that having an identified, appropriate place to study is **not really a concern for you**. Review the resources below for helpful hints about how you can make your places of study most conducive to learning.

Here are some helpful hints about creating an appropriate place to study. (1) Find an environment that suits you. Some persons prefer silence and some prefer background noise. (2) Select a comfortable place, but not so comfortable that you will fall asleep. (3) Claim the space as yours. Inform others the space is your study area and they are not to disturb items or you while in the space. (4) Avoid common areas such as kitchen tables or den couches. (5) Avoid multi-tasking. While you are studying close your email and do not participate in social networking. (6) Feed your stomach then your mind. If you are hungry you may not be able to focus and may be tempted to take frequent breaks to snack. (7) Be supplied. Keep all of the supplies such as pens, paper and highlighters at your study space. (8) Have a bright idea. Make sure that your study space has appropriate lighting.

Reason

Your answers have indicated that you have **well defined, strong reasons for going to school**. Keeping yourself motivated with the goal in mind is important as you take your courses. You are encouraged to write down the ways that going to school will benefit you. Occasionally review this list to stay motivated.

Several research studies have shown that the more education a person has, the more annual income they generate and the better their quality of life. Today, a college degree is an essential ingredient. Employers frequently use degrees as a way to screen applicants. Then even after you get the job your salary may be reflective of your educational credentials. On average, a person with a Master's degree earns \$31,900 more per year than a high school graduate—a difference of as much as 105%! So keep yourself motivated and your eyes on the prize.

Resources

Your answers indicate that the level of support and resources you have for going to school is an issue of **minor concern**. It is good that you recognize there are persons who can be your “cheerleader” to encourage you in the process. Give them a call or send an email letting them know you appreciate and need their support. If you have any gaps in your support network for items such as childcare, explore every possible option of assistance so that these factors will not be a road block to your educational progress. Read the resources below for more ideas about getting the support you need to be successful in going to school.

To be successful, you really need the support of others and the appropriate resources. To make sure that you have access to the financial resources to continue your education, talk to the financial aid office at your school. If you are concerned about having the physical stamina, consider getting a physical exam from your doctor. If you have family or friends who can support you in ways such as childcare, have a discussion with them about your plans for going to school and express how you would appreciate their support. If appropriate, have a discussion with your employer. Ask if the company has an educational reimbursement plan and any policies regarding studying while on the job or during breaks.

Skills

Your responses to this section indicate that you have had some success in the past with academic pursuits, but you are **moderately concerned** about your academic success now. Think about what you did in the past to be academically successful. Were there certain study strategies or ways that you received assistance? If so, find out about all of the resources for academic support that your school currently provides. Many schools offer resources such as tutoring, writing support, etc. Review the resources below for more tips on being academically successful.

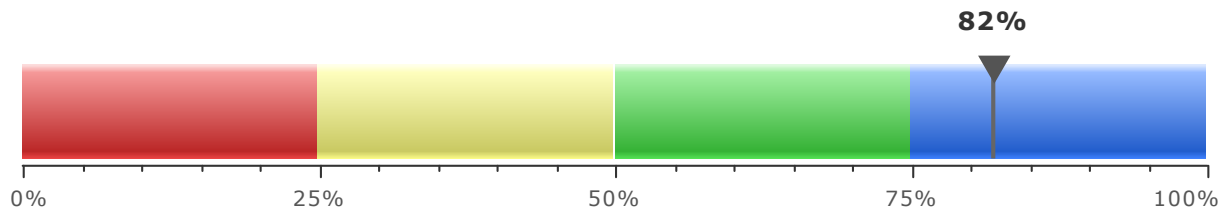
College is where you become more intelligent. You are not expected to be a genius to get in, just prepared enough to know how to work and willing to make the necessary sacrifices of your time and energy. Do you know how to study? Can you stick with a task until it is finished? Being successful in college is often as much attitude as aptitude.

Individual Attributes

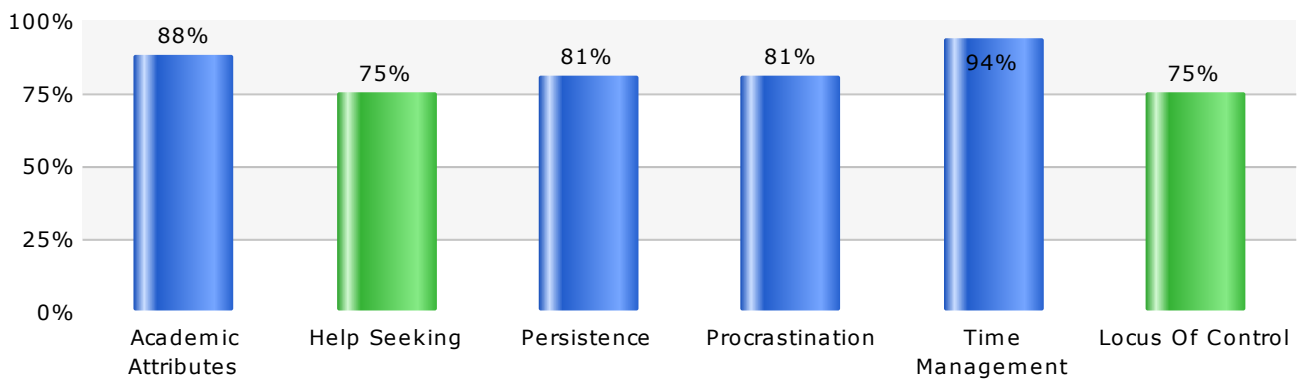
This section measures six items: time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help. These attributes can be enhanced or improved through academic interventions. Ask your faculty member or academic advisor about the resources for remediation and/or support which your school may provide.



The maximum possible score for this section is 100%. You scored a total of 82%.



Detailed Results



4

Academic Attributes

Academic attributes reflect your history of success with academic pursuits as well as your perceived ability to perform well academically. **Your prior academic history indicates that you should not experience academic challenges.** Keep up the good work!

3

Help Seeking

The Help Seeking category reflects your willingness to ask for help when you encounter a problem. It is very important that you seek help from the faculty member or other appropriate person when you are confused about the course content. **Your score indicates that you are moderately comfortable seeking help.** When you experience problems in your courses, do not waste time, but seek help soon.

4

Persistence

Persistence is a measure of your likelihood to finish what you started. **Your score indicates a high rate of persistence based on your prior experience.** Keep up the good work!

4

Procrastination

Procrastination is putting off until tomorrow what could be done today. It is easy to delay starting work on assignments. **Your score indicates that you are not very likely to procrastinate.** Get started early and even try to finish some assignments prior to the deadline.

4

Time Management

Courses have differing expectations regarding attendance and/or participation. However, a significant amount of time is still required each week for reading course materials. **Your score indicates that time management is not a problem for you.** However, it is recommended that you plan for a specific number of hours each week to work on course assignments.

Locus Of Control

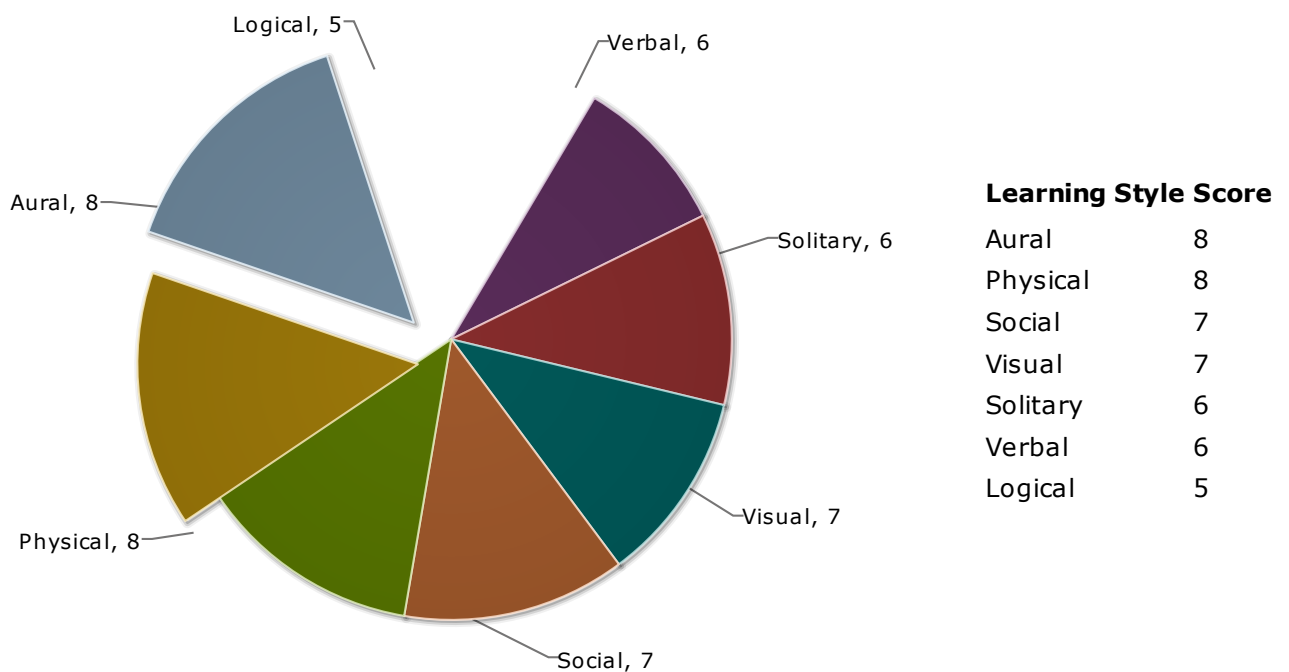
Locus of Control is a measure of the degree to which you feel that you are in control of what happens to you. A person with high (internal) locus of control believes that their experiences are controlled by their own skill or efforts. **Your score indicates a moderate degree of locus of control.** This may leave you having feelings that regardless of your efforts, your grade will mostly be determined by how much the teacher likes you or just fate. You are encouraged to periodically discuss your performance in the course with your faculty member.

Learning Styles

People learn differently. Some people are very comfortable reading large amounts of text. Others are more comfortable listening to someone speak or writing things down for themselves. A person's preferred "learning style" is the approach to learning that feels most natural to them. It is based on a combination of their experiences, strengths, weaknesses, and preferences. Everyone has a mix of learning styles, and some people have strong, dominant learning styles. There are no "right" or "wrong" learning styles. Most people tend to adapt their learning style to the context of learning. With practice a person can strengthen themselves in the learning styles that are least comfortable for them. When a person recognizes the learning styles that work best for them, they can then make a better informed decision about the ways that they approach learning new things.



Your primary learning styles are Aural, and Physical.




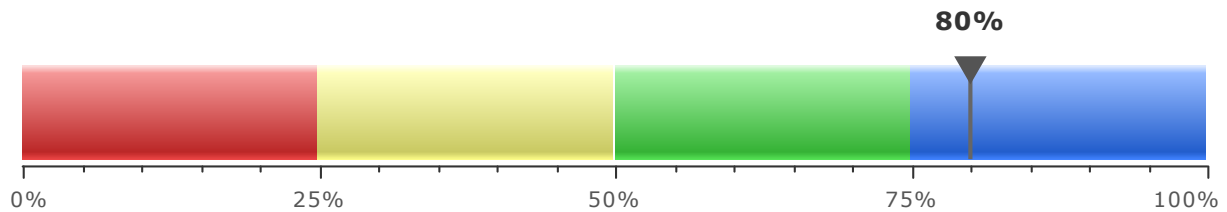
About Your Primary Styles


- Aural (auditory-musical) - You find that using sound and music in your learning environment is a good strategy.
- Physical (kinesthetic) - You like to be actively involved in learning by using your hands, body, and sense of touch.

Reading Rate & Recall

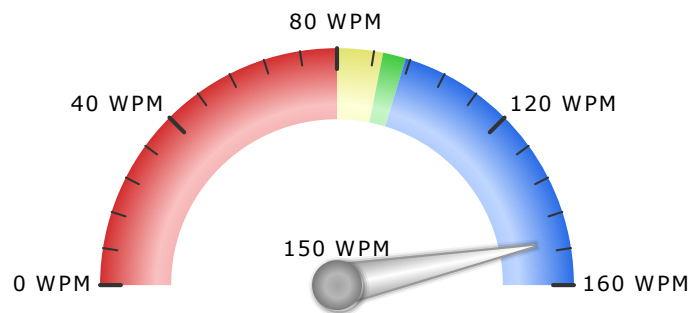
The average adult reading rate for English prose text in the United States is around 250 to 300 words per minute. Research shows that reading is around 25% slower from a computer screen than from paper. Thus you may slightly increase your results to find your speed when reading from paper.

 Your on-screen reading recall was measured at 80% as indicated below



 Your on-screen reading rate was measured at 150 WPM as indicated below

Reading Rate

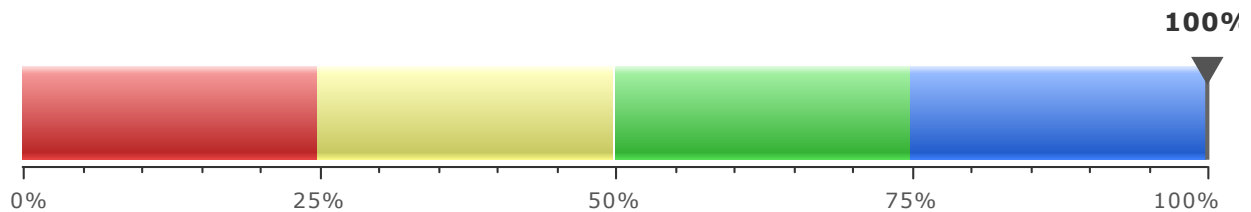


Technical Competency

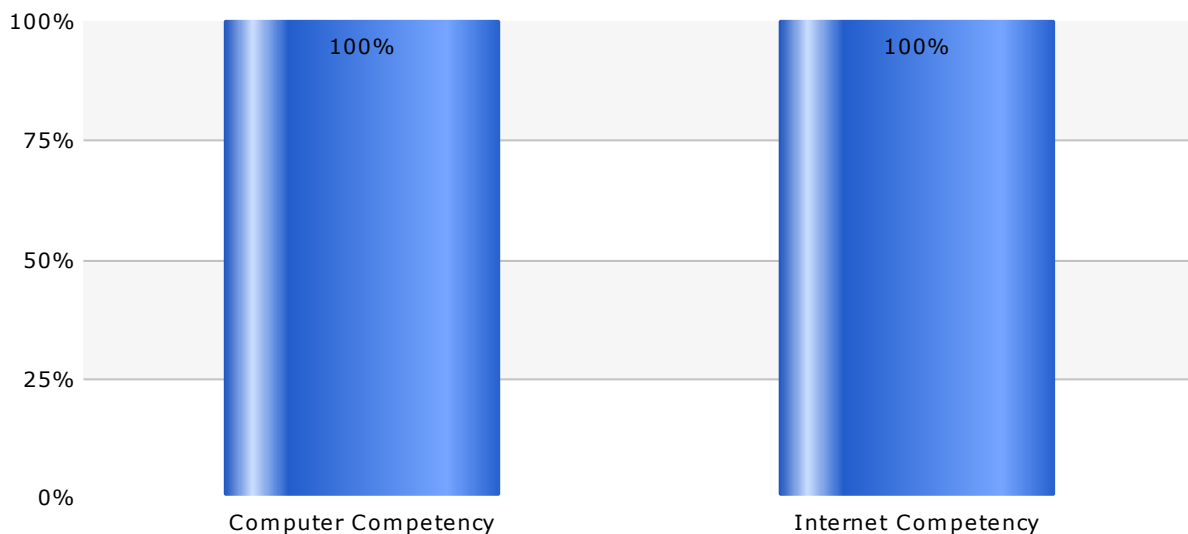
In order to participate in class, a student must have some way to get to the classroom. A student in a traditional class may drive a car on a highway to attend class, but a student in an online course "drives" a computer on the Internet (the Information Highway) to "attend" class.



The maximum possible score for this section is 100%. You scored a total of 100%.



Your score indicates that you have most of the basic skills needed to participate in your courses.



4

Computer Competency

Your responses indicate that you have considerable experience using your computer. Your computing skills will serve you well as you are continuing your education. However, there are always more things that you can learn to make yourself more efficient. You are encourage to take the time to use resources such as <http://www.techtutorials.com/> which offers thousands of free computer tutorials.

4

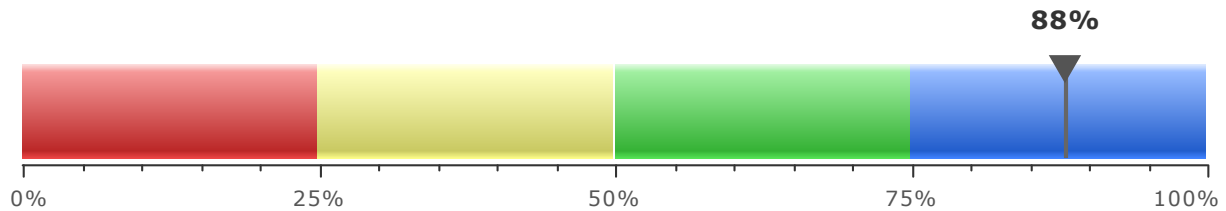
Internet Competency

Your responses indicate that you have considerable experience using the Internet. These skills will serve you well as you are continuing your education. However, there are always new and more powerful services becoming available on the Internet. You are encourage to take the time to use resources such as <http://www.internettutorials.net/> which offers several free tutorials on using the Internet.

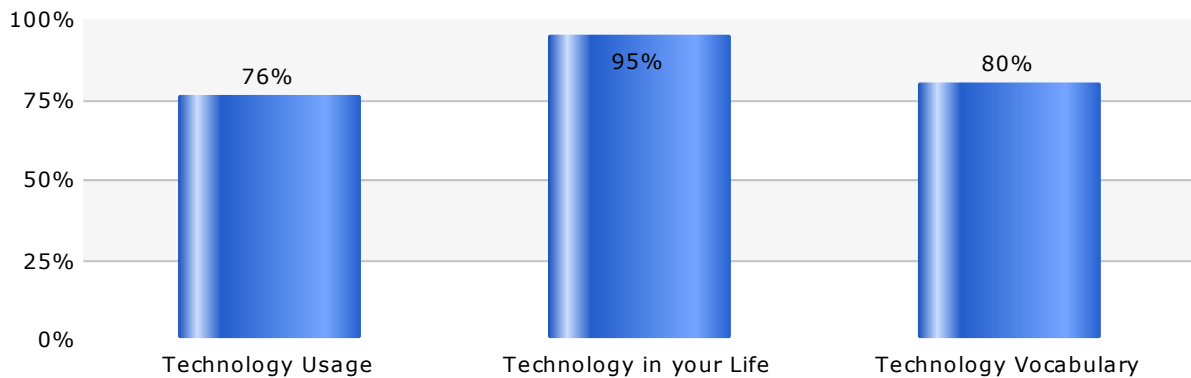
Technical Knowledge



The maximum possible score for this section is 100%. You scored a total of 88%.



Detailed Results



4 Technology Usage

Your high level of competence and confidence in using technology will be an asset as you take your courses. You may even find yourself giving helpful advice to other students about using technology.

4 Technology in your Life

You are at the highest level of technology usage on this scale. Persons who regularly use several items of technology and who regularly complete tasks online will have the experience needed to be comfortable and confident taking courses. Because you are highly integrating technology into your regular routine you should not experience any problems learning by using technology.

3 Technology Vocabulary

You are at a moderately high level of technology knowledge on this scale. In courses some of the terms used on this assessment may be regularly used. You will be expected to know what the terms mean and how their meaning impacts your ability to learn. While you do understand most of these technology terms, you may occasionally encounter a technology term which is confusing. When this happens don't be afraid to ask your instructor or technology support person for clarification. You may also use the Technology Tutorials provided below.

Personal Computer/Internet Specification

4 Do you own a computer?:

Your answer: Yes

It is good that you own your own computer. You are encouraged to make sure that your virus protection is kept updated and that you regularly back up your files.

4 Estimate how many years old the computer is which you will use to participate in your courses.:

Your answer: 1 - 2

With a computer this new you should not have any problems accessing your courses.

4

How do you connect to the Internet?:

Your answer: Cable\DSL\Fiber Optic

You should not experience problems connecting to your online courses using a cable, DSL, or fiber optic connection.

4

What type of operating system do you have on the computer?:

Your answer: Windows 10

You should not have any problems accessing online courses with this operating system.

Typing Speed & Accuracy

A student does not have to be an expert typist to succeed in a course. However, the faster you can type and the fewer errors you make will impact your ability to participate in your courses.

The average workplace typist reaches about 50 to 60 words per minute. The average web surfer comes in at around 30 words per minute, at a peak. Many courses require you to type as you participate in discussion boards, email the instructor, and compose papers. If you type slower than about 20 words per minute, you should consider using a resource such as www.learn2type.com. This resource is the leading FREE Web site that helps you master the skills of touch typing. Whether you're a typing expert or just a "hunt & peck" beginner, the interactive exercises in this Typing Tutor automatically adjust to your skill level. The better you get, the more challenging the typing exercises become. You can come and go as you please and pick up the typing lesson where you left off.

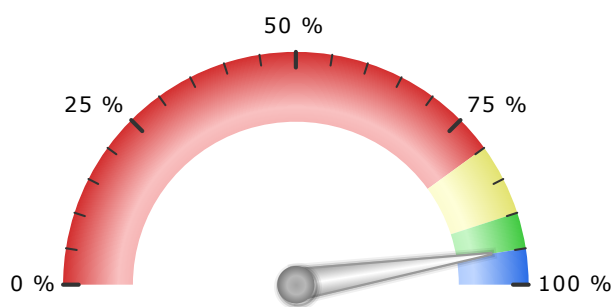
Gross Score: 30 WPM
Total Errors: 2
Net Score: 28 WPM
Time Elapsed: 1 minute 24 seconds
Characters Per Minute: 194
Accuracy: 95%

Text Given: Probably the greatest benefit of online education is the incredible convenience that it offers. Unlike a traditional class, online courses usually do not have regular meetings. There still may be due dates for assignments and exams, and you may have scheduled chat sessions.

Text Typed: Probably the greatest benefit of online education is the incredible convenience that it offers. Unlike traditional class, online courses usually do not have regular meetings. There still may be due dates for assignemtns and exams, and you may have scheduled chat sessions.

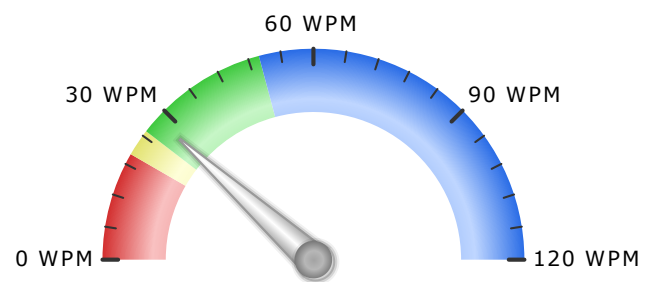
Errors Found: Probably the greatest benefit of online education is the incredible convenience that it offers. Unlike a traditional class, online courses usually do not have regular meetings. There still may be due dates for **assignments** and exams, and you may have scheduled chat sessions.

Typing Accuracy



Measured at 95 %

Typing Speed



Measured at 28 WPM

Average Typing Speeds

Top 10%	64 - 120 WPM
2nd 10%	56 - 63 WPM
3rd 10%	49 - 55 WPM
4th 10%	44 - 48 WPM
5th 10%	38 - 43 WPM
6th 10%	34 - 37 WPM
7th 10%	30 - 33 WPM
8th 10%	26 - 29 WPM <<< Your Score

9th 10%	21 - 25 WPM
Bottom 10%	4 - 20 WPM

Writing

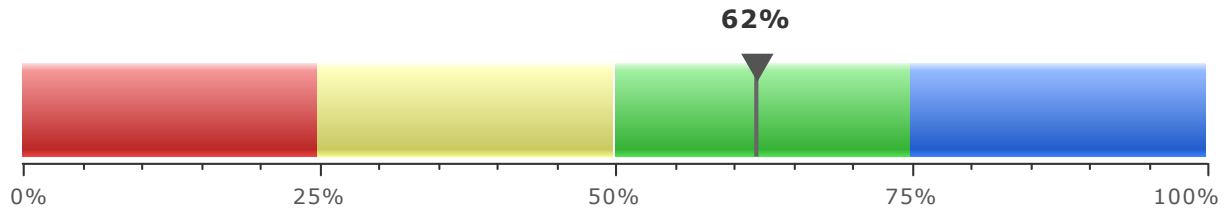
Your score indicates you are ready for a college level writing course; however, you might consider seeking individual help throughout the writing course to improve your writing. You appear to demonstrate some comfort with writing, yet your score demonstrates only partial understanding of college-level writing. You show some awareness of the writing and research process, the conventions of academic writing, and key concepts in grammar, style and usage.

You may not have written longer research papers or academic opinion papers, and may not have taken previous courses that involved the revision of multiple drafts and a system of peer review during the essay writing process. You appear to have mastered some of the basic conventions of academic grammar and punctuation, but you will need help with refinements, such as the use of appropriate punctuation with the comma and semicolon along with the avoidance of run-on sentences, fragments, and dangling modifiers.

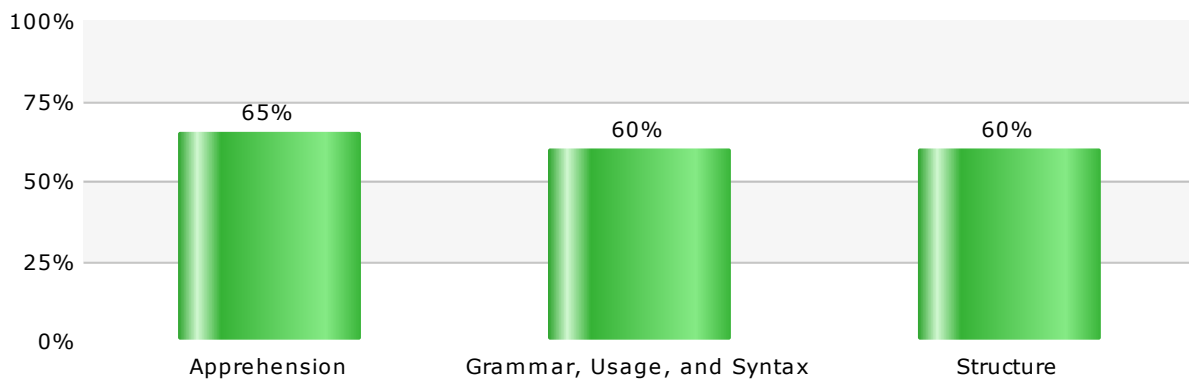
Based on your score on this writing readiness assessment, you are encouraged to take advantage of the extra help and discussion of key concepts provided in the "Resources" section. You should be able to work independently through the grammar and writing exercises offered by one or more of the resource sites.



The maximum possible score for this section is 100%. You scored a total of 62%.



Detailed Item Results

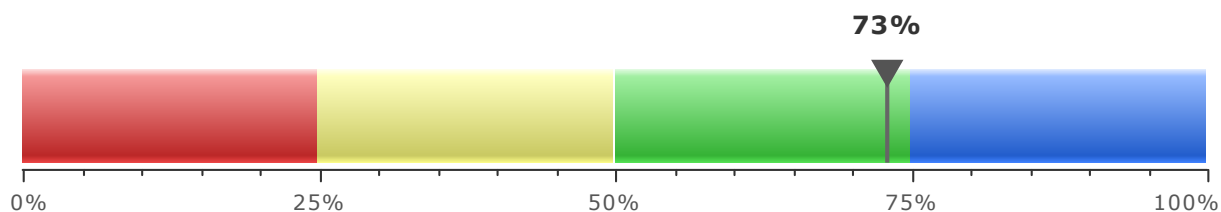


Math

Your score indicates you **are ready** for a college level math course; however, you might consider seeking individual assistance throughout the math course to improve your understanding and skills. Review your scores above to see where your strengths and opportunities for growth are in areas such as numbers, algebra, geometry, modeling and using technology for math related tasks. Based on your score on this math readiness assessment, you are encouraged to take advantage of the extra help and discussion of key concepts provided in the "Resources" section below. You should be able to work independently through the mathematics exercises offered by one or more of the resource sites.



The maximum possible score for this section is 100%. You scored a total of 73%.



Detailed Item Results

