

The Student Adaptation to College Questionnaire (SACQ)
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NAME: M. E. Sample
SEX: Female
CURRENT STANDING: Freshman
SEMESTER/QUARTER: Semester 1
STATUS: Not Given
GRADE AVERAGE: Not Given
ETHNICITY: Not Given

ANSWER SHEET: 00000001
ID NUMBER: 001
ADMINISTRATION DATE: Not Given
PROCESSING DATE: 04/05/06
BIRTH DATE: Not Given
MAJOR: Not Given

INTRODUCTION

This WPS TEST REPORT presents the results of the Student Adaptation to College Questionnaire (SACQ). The SACQ is a 67-item questionnaire designed to measure the effectiveness of student adjustment to college. This report presents scores for the Full Scale and the following four subscales: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Attachment. The Academic Adjustment subscale measures a student's success at coping with the various educational demands characteristic of the college experience. The Social Adjustment subscale contains items relevant to the interpersonal-societal demands of college. The Personal-Emotional subscale is designed to examine how a student is feeling psychologically and physically. The Attachment subscale focuses on a student's satisfaction with the college experience in general and with the college he or she is attending in particular. Scores on 12 critical item clusters are also included in the report.

The SACQ is appropriate for use with students at any time during their undergraduate career. Users of this report should be familiar with the information (including interpretation guidelines, psychometric properties, and limitations) presented in the Manual for the SACQ published by Western Psychological Services (WPS Catalog No. W-228B). This WPS TEST REPORT should be used only in conjunction with that manual.

LIMITATIONS

As with all test results, those presented here may contain some measurement error. Users must exercise their professional judgment in evaluating and applying the results presented in this report. The WPS TEST REPORT should always be considered in combination with information obtained from other sources, such as face-to-face interviews. Results are presented relative to a standardization sample and are therefore not absolute. For example, if the results suggest that a student is high on some scale, it simply means that the student is above the average of the standardization sample (which may or may not represent the population of college students to which this individual belongs).

DEFINITIONS

Two technical terms are used in this report: T-score and percentile score. T-scores are used to express test scores in relation to the standardization sample. In the standardization sample, T-scores have a mean of 50 and a standard deviation of 10. Percentile scores show the number of people out of 100 in the standardization sample who scored lower than the student.

ANALYSIS OF CLUSTER SCORES

In this section of the report, all of the items are organized into 12 critical clusters. These clusters represent different aspects of each subscale and were derived through logical analysis. The clusters for each subscale are grouped together. The mean raw score

for each cluster will be reported, along with the raw score for each item in the cluster and a brief description of the items. Examination of the clusters may be helpful in exploring the quality of a student's adjustment to college. The higher the item raw score, the better the self-evaluated adjustment to college.

ACADEMIC ADJUSTMENT

Cluster 1: Motivation Mean of item raw scores: 8.2

Item Number	Raw Score	Description
5	9	Is definite about reasons for being in college
19	9	Has well-defined academic goals
23	9	Considers college degree important
32	9	Doubts value of college degree
50	8	Enjoys academic work
58	5	Most interests are not related to course work

Cluster 2: Application Mean of item raw scores: 9.0

Item Number	Raw Score	Description
3	9	Keeps up-to-date with academic work
17	9	Does not work as hard as he or she should
29	9	Is not motivated to study
44	9	Attends classes regularly

Cluster 3: Performance Mean of item raw scores: 6.2

Item Number	Raw Score	Description
6	5	Finds academic work difficult
10	5	Does not function well during exams
13	8	Is satisfied with academic performance
21	6	Does not feel smart enough for course work
25	9	Does not use study time efficiently
27	5	Enjoys writing papers for courses
39	6	Has trouble concentrating when studying
41	6	Does not do well academically, considering effort
52	6	Has trouble getting started on homework

Cluster 4: Academic Environment Mean of item raw scores: 7.8

Item Number	Raw Score	Description
36	9	Is satisfied with variety of courses
43	8	Is satisfied with quality of courses
54	8	Is satisfied with program of courses
62	6	Is satisfied with professors
66	8	Is satisfied with academic situation

SOCIAL ADJUSTMENT

Cluster 1: General Mean of item raw scores: 5.7

Item Number	Raw Score	Description
1	8	Fits in well with college environment
8	5	Is very involved with college social activities
9	6	Is adjusting well to college
18	5	Has several close social ties
37	7	Has adequate social skills
46	5	Is satisfied with social participation
65	4	Is satisfied with social life

Cluster 2: Other People Mean of item raw scores: 5.4

Item Number	Raw Score	Description
4	5	Is meeting people and making friends
14	4	Has informal contact with professors
33	9	Gets along well with roommates
42	5	Has difficulty feeling at ease with others at college
48	5	Does not mix well with opposite sex
56	5	Feels different from others in undesirable ways
63	5	Has good friends to talk about problems with

Cluster 3: Nostalgia Mean of item raw scores: 4.0

Item Number	Raw Score	Description
22	2	Is lonesome for home
51	5	Feels lonely a lot
57	5	Would rather be home

Cluster 4: Social Environment Mean of item raw scores: 6.3

Item Number	Raw Score	Description
16	8	Is pleased about decision to attend this college
26	5	Enjoys living in a dormitory
30	6	Is satisfied with extracurricular activities

PERSONAL-EMOTIONAL ADJUSTMENT

Cluster 1: Psychological Mean of item raw scores: 5.7

Item Number	Raw Score	Description
2	5	Feels tense or nervous
7	5	Feels blue and moody
12	5	Being independent has not been easy
20	5	Is not able to control emotions well lately
31	9	Has thought about seeking psychological help recently
38	5	Gets angry too easily lately
45	6	Sometimes thinking gets muddled too easily
49	5	Worries a lot about college expenses
64	6	Has trouble coping with college stress

Cluster 2: Physical Mean of item raw scores: 5.5

Item Number	Raw Score	Description
11	5	Feels tired a lot lately
24	8	Appetite is good
28	4	Has a lot of headaches
35	4	Gained or lost a lot of weight lately
40	4	Is not sleeping well
55	8	Feels in good health

ATTACHMENT

Cluster 1: General Mean of item raw scores: 8.3

Item Number	Raw Score	Description
15	7	Is pleased with decision to go to college
60	9	Thinks a lot about dropping out of college permanently
61	9	Is thinking about taking time off from college

Cluster 2: This College Mean of item raw scores: 8.3

Item Number	Raw Score	Description
16	8	Is pleased about attending this college
34	8	Would prefer to be at another college
47	8	Expects to finish bachelor's degree
59	9	Is thinking about transferring to another college

Data was received for processing via WPS TEST REPORT Mail-in Service

*** End of Report ***

