

ABSTRACT

DISSERTATION: Evaluating the Relationship Between CHC Factors and Independent Living Skills in College Students

STUDENT: Laura M. Vasel

DEGREE: Doctor of Philosophy

COLLEGE: Teachers College

DATE: July 2019

PAGES: 121

The purpose of this study was to investigate the relationship between independent living skills and broad CHC factors in a sample of college students. Participants included 50 undergraduate college students (24 male, 26 female) with a mean age of 19 years 11 months, and a standard deviation of 1 year 8 months, enrolled in a Midwestern University. Independent living skills were assessed using the *Independent Living Scales* (ILS; Loeb, 1996), specifically the subtests Managing Money, Managing Home & Transportation, and Health & Safety. Seven broad CHC factors were assessed using the core subtests on the *Woodcock-Johnson - 4th Edition Test of Cognitive Abilities* (WJ-IV-COG; Schrank, McGrew, & Mather, 2014): Oral Vocabulary (*Gc*), Number Series (*Gf*), Verbal Attention (*Gwm*), Letter-Pattern Matching (*Gs*), Phonological Processing (*Ga*), Story Recall (*Glr*), and Visualization (*Gv*). The canonical correlation did not produce a significant variate, though the first canonical variate did produce a moderate positive correlation between the ILS subtests and the WJ-IV-COG subtests ($r = 0.56$). Frequency of raw scores were analyzed to determine the percentage of the current sample that fell below either the Loeb (1996) and Quickel and Demakis (2013) competency cut-off scores. The current study demonstrated that the college sample performed more poorly on the ILS subtests than would

have been expected, for which several hypotheses are presented. The results include important considerations for clinicians evaluating independent living skills in college students.