

New River Community and Technical College

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**WVSTC 2021**

<https://wvstc.com/>

*Creating an Assessment  
for Remote Learning  
Readiness*

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*July 12-14, 2021*

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# Defining the Problem

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1. Students are often unprepared for the challenges of remote learning.
2. Open enrollment enables students to register for all, some, or no remote education courses. They choose, regardless of how prepared they may be.
3. Online descriptions of course modalities are insufficient for informing students of remote learning challenges.
4. A readiness assessment should help students self-identify areas to strengthen for remote learning success.
5. Students must be empowered to make informed decisions.

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# Background

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From 2009 to 2013, New River was able to leverage funding from a Title III grant to license the READI assessment from *SmarterMeasure*.

After the grant ended, the annual licensing cost was determined to be too much (about \$5,000), so the license was allowed to expire. In 2021, the need for an assessment to identify a student's readiness for remote learning once again became an organizational priority, largely due to the unexpected shift to remote learning for the majority of courses in response to the pandemic.

Without abundant resources, a simpler and less expensive solution was needed.

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# Project Constraints

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1. Focused and concise, so students will use it.
2. Must connect students to available support resources.
3. Administrative burden must be minimal.
4. No budget or time to wait.
5. Survey should empower students to better prepare for remote learning challenges.

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# Research

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Based on recent remote learning experiences and striving to achieve compliance with recommendations provided by Quality Matters, a grass-roots effort by faculty was initiated to better prepare students for remote learning.

After this group searched for solutions in use by other colleges and universities, a few resources were identified that seemed like good building blocks for creating an assessment for New River.

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# READI Assessment

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1. SmarterMeasure's READI Assessment (2009-2013)
2. Learning Readiness Indicator (current name)
3. Takes 45-60 minutes to complete, but provides abundant information for variety of areas.
4. Some administrative management is required.
5. Annual cost about \$5,000.
6. <http://www.smartermeasure.com/about/assessment-overview/>

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# JotForm Remote Learning Readiness Survey

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1. JotForm is free ([jotform.com](https://jotform.com)). Annual cost is \$0 (for up to 5 forms, 100 monthly submissions) and \$288 (up to 25 forms, 1,000 monthly submissions).
2. The 25-question survey takes fewer than 5 minutes to complete.
3. Provides personalized results with links to relevant support services automatically emailed to user.

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# About the RLRS

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1. Two parts with 25 total questions.
  1. Part A: Technology Access and Proficiency.
  2. Part B: Time Management, Self-Motivation, and Study Skills.
2. All answers are Agree, Somewhat Agree, or Disagree.
3. Upon completion, results are emailed to student with 2-page PDF of related support services.



# Remote Learning Readiness Survey

## Remote Learning Readiness Survey

**Directions:** Before enrolling in a remote learning course (WEB or ZOOM), please complete this readiness survey to decide if you are ready for remote learning. Select "AGREE," "SOMEWHAT AGREE," or "DISAGREE" for each statement.



PART A: Technology Access and Proficiency	AGREE	SOMEWHAT AGREE	DISAGREE
I have access to a computer with reliable internet connection.			
I am comfortable surfing the internet.			
I am able to use a web browser/search engine to navigate the Internet (e.g., Firefox, Safari, Internet Explorer, Google Chrome).			
I have access to the computer software that I need to succeed in an online class (e.g., Word, PowerPoint, Excel, and Access).			
I am fairly good at using a computer.			
I know how to save and locate saved files, create folders, and send an email with an attachment.			
I am comfortable installing software and changing configuration settings on my computer.			
I have virus protection software running on my computer.			
I have headphones, speakers, a webcam, and microphone to use if a class has a video conference or a proctored test.			
My browser will play several common multimedia (video and audio) formats.			
PART B: Time Management, Self-Motivation, and Study Skills	AGREE	SOMEWHAT AGREE	DISAGREE
I am confident in my ability to complete an online course, regardless of my level of interest in the subject matter.			
I am good at setting goals and deadlines for myself.			
I finish the projects I start.			
I would describe myself as self-motivated.			
I do not quit because things get difficult.			
I am able to devote a minimum of 2 hours of study time for every credit hour required by the course. Example: A 3-credit hour course would require 6 hours of study time per week.			
I keep a record of assignment due dates.			
I have a quiet place to study or will be able to complete my work even when there are distractions (e.g., television, children, surfing the web).			
I am willing to participate frequently (2-3 times a week) in online discussions and other class activities.			
I am able to identify main ideas and analyze various types of writing.			
I feel comfortable learning in various instructional formats (e.g., text, video, podcast, online discussions, and video conferencing).			
I am an independent learner who can succeed with minimal guidance from an instructor.			
I can learn equally well in a group or on my own.			
I am able to express myself clearly through my writing and ask for assistance when necessary.			
I am willing to use e-mail and other online tools to ask my classmates and instructors questions.			


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# RLRS Results

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1. Does completing this survey help students prepare for the challenges of remote learning?
2. Are support resources accessed as a result of students seeking to improve the areas identified?
3. What is required to implement this pilot full-scale?

# RLRS Results - 1 User



New River CTC Email Address

[@newriver.edu](#)

Part A: Technology Access and Proficiency

	Agree	Somewhat Agree	Disagree
I have access to a computer with reliable Internet connection.	✓	-	-
I am comfortable surfing the Internet.	✓	-	-
I am able to use a web browser and search engine to find information on the Internet.	✓	-	-
I have access to the computer software that I need to succeed online (e.g., Microsoft Office 365).	✓	-	-
I am fairly good at using a computer.	✓	-	-
I know how to save and locate saved files, create folders, and send emails with attachments.	✓	-	-
I am able to install software and change configuration settings on my computer when needed.	✓	-	-
I have anti-virus protection on my computer.	✓	-	-
I have headphones or speakers, a microphone, and a webcam connected to my computer for videoconferencing and proctored exams.	✓	-	-
My computer will play common multimedia formats for audio and video files.	✓	-	-

Part B: Time Management, Self-Motivation, and Study Skills

	Agree	Somewhat Agree	Disagree
I am confident in my ability to complete an online course, regardless of my level of interest in the subject matter.	✓	-	-
I am good at setting goals and deadlines and meeting them.	✓	-	-
I finish projects I start.	-	✓	-
I would describe myself as self-motivated.	-	✓	-
I do not quit if things get difficult.	✓	-	-
I am able to devote at least 2 hours of study time for every credit hour required by a course (meaning a 3-credit course requires 6 hours of study time per week).	✓	-	-
I keep a record of due dates.	✓	-	-
I have a quiet place to study, but will be able to complete my work even when I have distractions.	✓	-	-
I am willing to participate at least 2-3 times a week in online discussions and other class activities.	✓	-	-
I am able to identify main ideas and analyze various types of writing.	✓	-	-
I feel comfortable learning in various instructional settings (e.g., videoconferencing, online discussions and exams, web-based readings, assignments, activities, and file submissions).	✓	-	-
I am an independent learner who can succeed with minimal guidance from an instructor.	✓	-	-
I can learn equally well in a group or on my own.	✓	-	-
I am able to express myself clearly through my writing and am comfortable asking for assistance when needed.	✓	-	-
I am willing to use email and other online tools to communicate with my classmates, instructors, and support staff (especially when I have questions).	✓	-	-

You can [edit this submission](#) and [view all your submissions](#) easily.

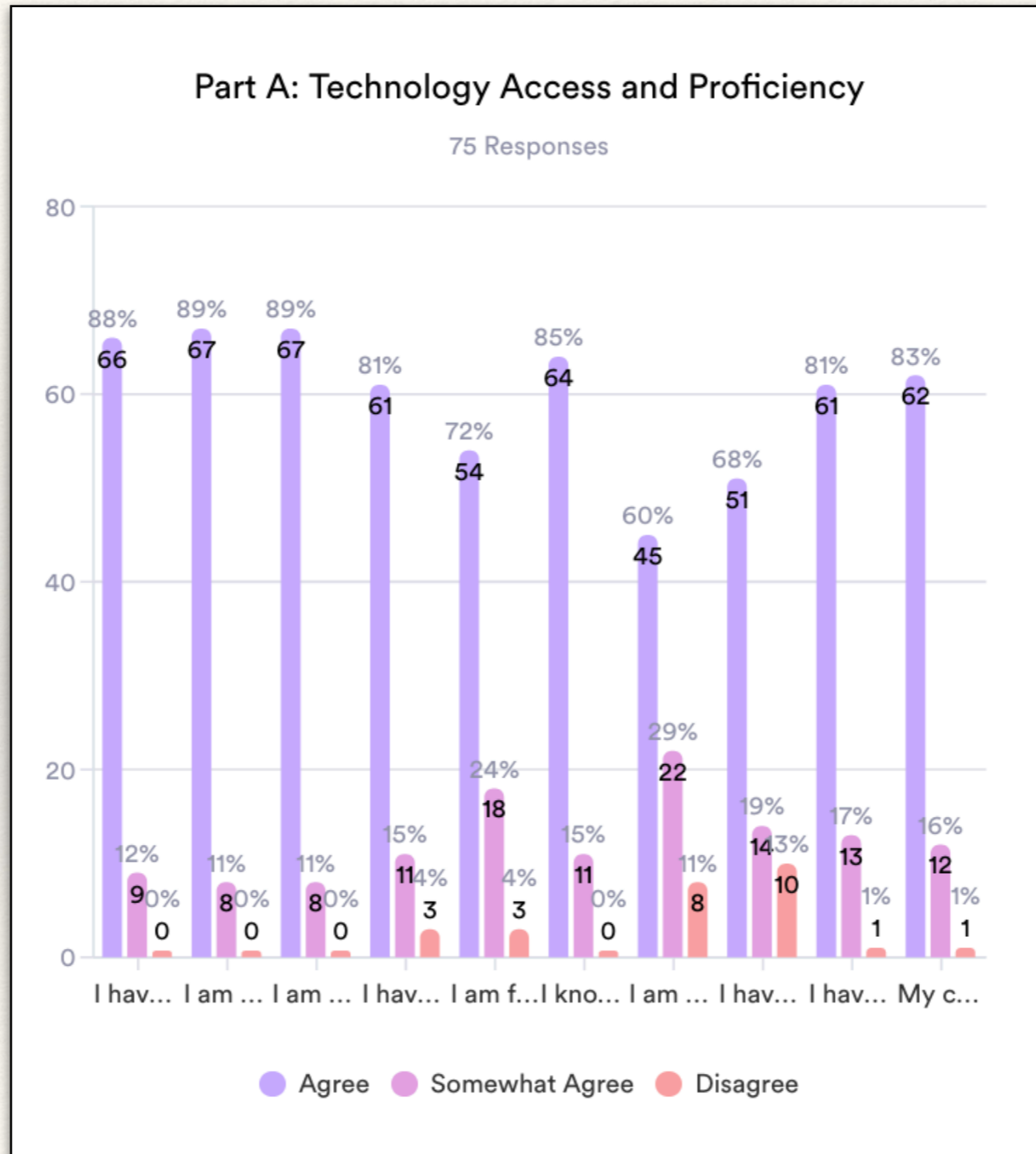
# RLRS Pilot Results

## Remote Learning Readiness Survey

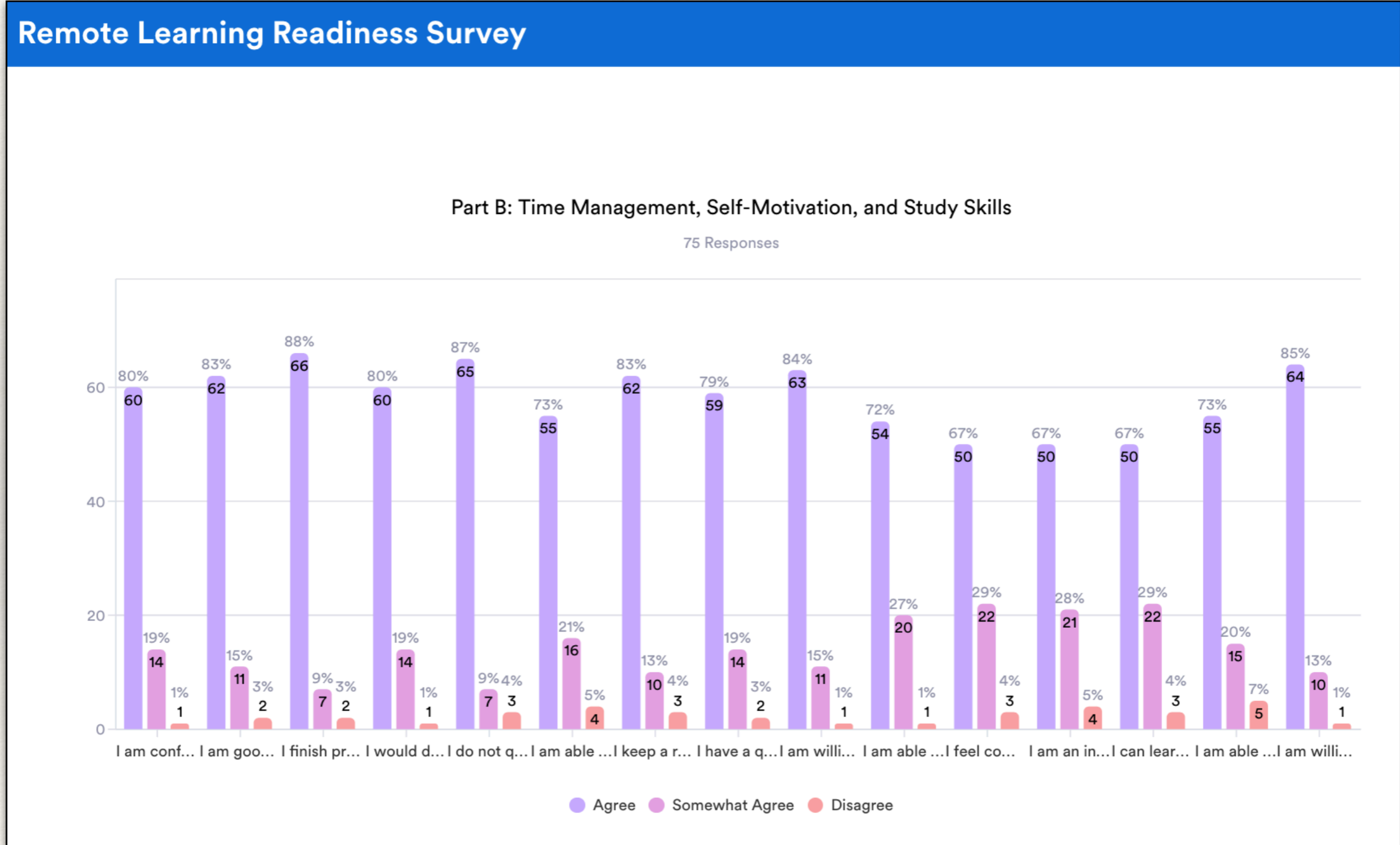
**Directions:** Before enrolling in a remote learning course (WEB or ZOOM), please complete this readiness survey to decide if you are ready for remote learning. Select "AGREE," "SOMEWHAT AGREE," or "DISAGREE" for each statement.

PART A: Technology Access and Proficiency	AGREE	SOMEWHAT AGREE	DISAGREE
I have access to a computer with reliable internet connection.			0
I am comfortable surfing the internet.			0
I am able to use a web browser/search engine to navigate the Internet (e.g., Firefox, Safari, Internet Explorer, Google Chrome).			0
I have access to the computer software that I need to succeed in an online class (e.g., Word, PowerPoint, Excel, and Access).			3
I am fairly good at using a computer.			3
I know how to save and locate saved files, create folders, and send an email with an attachment.			0
I am comfortable installing software and changing configuration settings on my computer.			8
I have virus protection software running on my computer.			10
I have headphones, speakers, a webcam, and microphone to use if a class has a video conference or a proctored test.			1
My browser will play several common multimedia (video and audio) formats.			1
PART B: Time Management, Self-Motivation, and Study Skills	AGREE	SOMEWHAT AGREE	DISAGREE
I am confident in my ability to complete an online course, regardless of my level of interest in the subject matter.			1
I am good at setting goals and deadlines for myself.			2
I finish the projects I start.			2
I would describe myself as self-motivated.			1
I do not quit because things get difficult.			3
I am able to devote a minimum of 2 hours of study time for every credit hour required by the course. Example: A 3-credit hour course would require 6 hours of study time per week.			4
I keep a record of assignment due dates.			3
I have a quiet place to study or will be able to complete my work even when there are distractions (e.g., television, children, surfing the web).			2
I am willing to participate frequently (2-3 times a week) in online discussions and other class activities.			1
I am able to identify main ideas and analyze various types of writing.			1
I feel comfortable learning in various instructional formats (e.g., text, video, podcast, online discussions, and video conferencing).			3
I am an independent learner who can succeed with minimal guidance from an instructor.			4
I can learn equally well in a group or on my own.			3
I am able to express myself clearly through my writing and ask for assistance when necessary.			5
I am willing to use e-mail and other online tools to ask my classmates and instructors questions.			1

# RLRS Results (Part A)



# RLRS Results (Part B)



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# RLRS Results - Summer Pilot

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1. Nearly half used a mobile phone to complete the survey.
2. Average time to complete was about 2 minutes.
3. Most responses were Agree, but these areas were highest for non-Agree responses in Part A:
  1. “installing software” and “being fairly good at using computers”
  2. “learning equally well in groups or individually”
  3. “learning independently”
4. Access to most support services by pilot users **not tracked**, but online training for time management is tracked (2 users completed it).


# RLRS Results (Part B - Training)

## Time Management, Self-Motivation, and Study Skills

 David J. Ayersman at New River Community and Technical College · Updated Apr 19, 2021

Students who complete the Remote Learning Readiness Survey may be guided to complete this training to improve their skills with time management, self-motivation, and study skills related to learning. We encourage all students to complete this training, particularly those who completed the Readiness Survey and answered "Not Agree" with any of these skills.

### Learning path details

 Only individuals with direct link can view

 16m of content

 5 items of learning content

 English language

 Insights

1 5 ITEMS



▶ VIDEO

### What is your motivation to learn?

By: Gary Bolles

Having a thirst for learning is one of the most critical assets anyone can have. Learn about the different motivations for developing a learning mindset.



▶ VIDEO

### Time management for students

By: Dave Crenshaw



▶ VIDEO

### Building study skills

By: Karl Kapp



▶ VIDEO

### Skills for learning

By: Gary Bolles

The better you understand how your skills work, the better a learner you can be. Learn about the three different types of skills all learners can develop: knowledge, transferable skills, and traits to self-manage yourself.



▶ VIDEO

### How to grow as a learner

By: Gary Bolles

Like a garden, discover the essentials for growing your learning, including support for learning, exposure to new ideas and topics, a love of what you're learning, and the space in your busy schedule to learn.



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# Project Constraints (✓)

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1. Focused and concise, so students will use it. (✓)
2. Must connect students to available support resources. (✓)
3. Administrative burden must be minimal. (✓)
4. No budget or time to wait. (✓)
5. Survey should empower students to better prepare for remote learning challenges. (✓)

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# Summary

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1. Based on the pilot, we feel this instrument will be helpful to students to prepare for remote learning.
2. To go live with more students we'll need to purchase a license.
3. Are users accessing support resources after completing the survey?
4. Administrator access to [jotforms.com](https://jotforms.com) may need to be shared (collaboration link is available).
5. One user completed the survey 6 times, but identified Agree for all 25 responses. Some follow-up required?
6. Advisors need access to the results and should request students email them the information.
7. The survey is meant to empower learners with the responsibility for seeking the information and support needed for success with remote learning. This survey is effective at providing them this information.
8. Results are emailed to the student, but also emailed to CIO and available online at [jotform.com](https://jotform.com).

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# References and Resources

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1. Online Learning Readiness Questionnaire by Penn State University — <http://tutorials.istudy.psu.edu/learningonline/ORQ/ORQ.htm#ShowResults>
2. RLRS by New River Community and Technical College — <https://form.jotform.com/211105275727148>
3. RLRS (Sample Completed Form) — <https://web.newriver.edu/RLRS-results-cleaned.png>
4. RLRS (Understanding Results and Support Services) — <https://web.newriver.edu/Readiness-Survey.pdf>
5. SmarterMeasure Learning Readiness Indicator — <http://smartermeasure.com/about/assessment-overview/>