The Rhode Ahead

An Academic Self-Assessment and Evaluation Inventory
to Help You Start the Semester Strong

Get ready for the Rhode Ahead!

At the AEC, we know that a successful spring semester starts before classes do, when students reflect on their challenges and use what they discover to plan and prepare for success. We’ve put together some resources to assist you with this process, and we look forward to working with you online or in person to help you do your best in the semester ahead.
This academic self-assessment and evaluation inventory will help you identify and prioritize the challenges that may lay ahead and begin to strategize how you can work to address them. You can use the results you discover to begin exploring how to address your challenges with the help of the online resources available through our Study Your Way to Success web portal and Academic Success Modules. As you begin to map your Rhode Ahead, we hope you will also consider continuing this work with us during the semester -- by enrolling in our 1 credit academic skills and strategies course, UCS 160, and through our academic skills consultations, STEM tutoring programs, and Writing Center.

**How to use this inventory**

The academic self-assessment and evaluation inventory is a two-part process that asks you to think about yourself and your academic work in six areas that present common challenges for college students:

I. Mindset and motivation
II. Planning and managing work and time
III. Studying effectively
IV. Procrastination
V. Focus and distraction
VI. Remote and online learning

Each section (I – VI) in this inventory has two pages: an assessment page and an evaluation page. The assessment page asks you to use a five-point scale to rate your experiences with the challenges and strategies in one of the six topic areas. We know that the lists of challenges and strategies are not comprehensive, so each section also has a couple of blank lines that you can use to fill in addition challenges and strategies that occur to you as you work on the list.

The evaluation page then asks you to prioritize items from your assessment lists and consider what we recommend that you identify 2-3 challenges in each area that you know are most important to focus on, though you should feel free to name more. In the bottom box on the evaluation page, you can consider things like what the challenges you’ve identified have in common, and what that might suggest about what your areas of growth and improvement might be, and what strategies to learn more about.

**When you have completed the inventory**

Once you complete your evaluation, you can explore the AEC’s Study Your Way to Success portal and the Academic Skills Modules for strategies and tips on how to plan for the semester ahead and address the challenges you’ve identified. The resources are easy to browse, easy to use and have lots of great ideas for addressing the challenges identified here. As you plan what you might do to meet your challenges in spring, we encourage you to consider enrolling in UCS 160 and exploring the AEC’s tutoring support and academic consultation services. The class and our services can help you with your planning process, and help may sure you stay on track throughout the spring semester!
1A. Mindset and Motivation: Self-Assessment

**Challenges**

1 Not at all   2. Rarely    3. Sometimes    4. Often   5. Most of the time/always

- I doubt my ability to do well or be successful.  
- I worry about what my professor will think of me if I don’t do well.  
- I think there are some things I’ll just never be good at.  
- I hesitate to ask questions in class because I think I might look bad.  
- When I do a good job on something, it motivates me to do more.  
- When I receive praise for my work, it motivates me to try harder.  
- I struggle to motivate myself when I don’t expect to do well.  
- If I work hard but get a bad grade, my motivation weakens.  
- I’m less motivated to do work when I find it confusing.  
- I’m less motivated to do work when I’m less familiar or interested in the subject.  
- I’m less motivated to do academic work when the social side of college is missing.  
- I’m less motivated learning remotely.

Strategies

1 Not at all   2. Rarely    3. Sometimes    4. Often   5. Most of the time/always

- I know that I can get better at anything I work on if I practice and have support.  
- I like to reward myself when I do something successfully.  
- I do things like taking walks, being outside, or exercising when I need to clear my head.  
- I remind myself of why I am here and what my goals are to motivate myself.  
- My friend(s) and I try to motivate each other.  
- I think about making my family proud when I need to get motivated.  
- I make myself do things anyway, whether I am motivated or not, because it’s important.  
- I create negative consequences for not doing something as a way of motivating myself to do it.  
- I tell myself I need to get some work done before I do something for fun.  
- I aim to study for short periods of time when I am not motivated to study longer.  
- I arrange to study with other students when possible to make it more enjoyable.  
- I study with other students so I feel more responsible for doing my work.
1B. Mindset and motivation: Evaluation

Look at the challenges you’ve identified in this section, paying particular attention to any you’ve rated a 4 or 5.

1. Which of the challenges did you identify with most strongly? **List all of the ones you consider high priority in the space below.**

2. Now look at any strategies you indicated that you have tried. **Given your priorities in question two, are there any strategies that you feel particularly interested in learning more about?**

3. Finally, **reflect on your challenges and experiences in this topic area.** Think especially about how these priority items connect -- you may find that several of your challenges have a common theme or are easily met by applying one or more of the related strategies, for example. Then, make notes on what you are the keys to addressing these challenges in the spring. What is your plan at this stage?
## 2A. Planning and managing work and time self-assessment

### Challenges

<table>
<thead>
<tr>
<th></th>
<th>1 Not at all</th>
<th>2 Rarely</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Most of the time/always</th>
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</thead>
<tbody>
<tr>
<td>I run late for things like classes or meetings.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I forget due dates or deadlines.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I forget entire assignments.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I rush my work and do less well than I am capable of doing.</td>
<td>1 2 3 3 5</td>
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<tr>
<td>I forget to do assignments or things I intended to do.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>When it takes longer than I expected to do something, I lose track of other things.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I tend to underestimate how long something will take to do.</td>
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<tr>
<td>I focus my efforts on one task at the expense of other tasks.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I lose track of days and end up under deadline pressure.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I have tried to use a planning routine before but couldn’t make it stick.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I have difficulty staying organized.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I have difficulty prioritizing my work.</td>
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<tr>
<td>I find myself having to cram in the days just before an exam.</td>
<td>1 2 3 4 5</td>
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### Strategies

<table>
<thead>
<tr>
<th></th>
<th>1 Not at all</th>
<th>2 Rarely</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Most of the time/always</th>
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</thead>
<tbody>
<tr>
<td>I make to-do lists of things I need to get done.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I study a little bit at a time, day-to-day to keep up, rather than a lot near the exam dates.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I put all due dates and deadline for my classes into a single calendar.</td>
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<tr>
<td>When prepping for an exam, I break the work into chunks and do a little each day.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I like to keep my study space organized and clean.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I use a calendar or planner to keep track of key dates.</td>
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<tr>
<td>I make a weekly plan to prioritize and schedule my work for the week.</td>
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<tr>
<td>I schedule my fun/social activities so that I get to do them and they don’t interfere with work.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I compare my estimates to how long a task actually takes so I can learn to estimate better.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I break long-range tasks (like papers or presentations) into multiple steps with deadlines.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I put my deadlines and schedules where I can see them often so I don’t forget as much.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I prioritize and reprioritize work so I don’t focus too much or too little on one thing.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

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2B. Planning and managing work and time: evaluation

Look at the challenges you’ve identified in this section, paying particular attention to any you’ve rated a 4 or 5.

4. Which of the challenges did you identify with most strongly? List all of the ones you consider high priority in the space below.

5. Now look at any strategies you indicated that you have tried. Given your priorities in question two, list any strategies that you feel particularly interested in learning more about?

6. Finally, reflect on your challenges and experiences in this topic area. Think especially about how these priority items connect -- you may find that several of your challenges have a common theme or are easily met by applying one or more of the related strategies, for example. In this space, make notes on what you think are keys to addressing these challenges in the spring—what is your plan at this stage?
3A. Studying effectively: Self-assessment

**Challenges**

1. I forget much of what my professors say in class or video.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

2. I feel overwhelmed when I am studying.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

3. I read and re-read my notes until I can remember them, but still forget things on exams.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

4. I can solve problems (e.g., math, chemistry…) in practice and homework but forget on exams.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

5. I read several sentences or paragraphs, then realize I didn’t understand what I read.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

6. I hesitate to contact my professor if I have questions.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

7. I’m not sure that the way I am studying makes sense to do.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

8. I struggle when exam questions seem different from what I studied.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

9. I study the professor’s slides/notes/videos, but don’t use the book.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

10. I am unsure about what I should focus on when I study.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

11. I tend to read through a sentence or sentences without actually processing it.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

12. I feel like reading takes too long for me.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

13. I can remember big ideas but forget details.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

14. I tend to feel like exams ask questions on things I didn’t study.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

15. When test-taking, I feel like I studied what the question is about but can’t remember it.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

16. When studying/doing problems, I worry that I’m not doing it right.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

17. I get stuck on things I don’t understand and sometimes have to stop.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

**Strategies**

1. I skim chapters before I listen to the professor or study the chapter closely.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

2. When I study any text, I also write (e.g., notes, questions, flash cards, charts, illustrations etc.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

3. I try to explain or talk about what I am learning with other people - or to myself.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

4. To remember what I am reading, I ask myself questions about it.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

5. When possible, I relate what I am reading about to other things I know or other experiences.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

6. When studying a chapter, I start with the questions and summaries in the back of the chapter.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

7. I turn my notes into questions, and quiz myself until I get it.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

8. When I read, I think about and make connections between the ideas.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

9. I ask my professor for advice on what to focus on.  
   1. Not at all  
   2. Rarely  
   3. Sometimes  
   4. Often  
   5. Most of the time/always  

10. I use my professors lessons/slides/notes to tell me what to focus on/learn about.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

11. I review exams when possible to figure out how to study better for the next one.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

12. I study things a little bit day to day so that I’m not overwhelmed when I study for the test.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

13. Whenever possible, I use charts, illustrations, and pictures to help memorize information.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

14. I imagine what my professor will ask me to do with the info I’m studying, and I practice that.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always  

15. When someone explains something to me, I explain it back to make sure I got it.  
    1. Not at all  
    2. Rarely  
    3. Sometimes  
    4. Often  
    5. Most of the time/always
3B. Studying Effectively: Evaluation

Look at the challenges you’ve identified in this section, paying particular attention to any you’ve rated a 4 or 5.

7. Which of the challenges did you identify with most strongly? **List all of the ones you consider high priority in the space below.**

8. Now look at any strategies you indicated that you have tried. **Given your priorities in question two, are there any strategies that you feel interested in learning more about?**

9. Finally, **reflect on your challenges and experiences in this topic area.** Think especially about how these priority items connect -- you may find that several of your challenges have a common theme or are easily met by applying one or more of the related strategies, for example. Then, make notes on what you think are keys to addressing these challenges in the spring—what is your plan at this stage?
### 4A. Procrastination: Self-Assessment

**Challenges**

1. **Not at all**  
2. **Rarely**  
3. **Sometimes**  
4. **Often**  
5. **Most of the time/always**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I put off important tasks if I don’t feel like doing them at the moment.</td>
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<tr>
<td>I’m aware of the fact that I am procrastinating but keep doing it.</td>
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<tr>
<td>I find it hard to start a task but can usually work steadily once I’ve started.</td>
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<tr>
<td>I forget due dates or deadlines or remember them at the last minute.</td>
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<tr>
<td>I put things off until the last minute.</td>
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<tr>
<td>I forget to do things that I needed to do or intended to do.</td>
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<tr>
<td>I often have to rush to complete something.</td>
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<tr>
<td>If I fall behind in a class, I get stressed and procrastinate more.</td>
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<tr>
<td>I procrastinate on communicating with my professor.</td>
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<td>I think negatively about my work when I think about doing it.</td>
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</tbody>
</table>

**Strategies**

1. **Not at all**  
2. **Rarely**  
3. **Sometimes**  
4. **Often**  
5. **Most of the time/always**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to plan my work out in advance.</td>
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<tr>
<td>I break my big work into smaller chunks to make it more manageable.</td>
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<tr>
<td>For bigger tasks (e.g., papers, projects) I set several small deadlines.</td>
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<tr>
<td>I prioritize my work and decide what needs starting, finishing, postponing, etc.</td>
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<tr>
<td>I plan things I would like to do and schedule them as rewards for doing my work.</td>
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<tr>
<td>I try to make my day structured and establish work routines.</td>
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<tr>
<td>When I find myself procrastinating, I focus on just getting set-up or started.</td>
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<tr>
<td>When I find myself procrastinating, I pick something easy to do as a warm-up.</td>
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<tr>
<td>When I find myself procrastinating, I aim to get the hard work out of the way first.</td>
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<tr>
<td>When I find myself procrastinating, I remind myself what my goals are.</td>
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<tr>
<td>I remind myself that procrastination is natural and forgive myself for doing it.</td>
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</tr>
<tr>
<td>When I’m procrastinating, I tell myself that once I start, it will be easier to continue.</td>
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<tr>
<td>When I’m procrastinating, I tell myself that the work is not as bad as I think.</td>
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</tbody>
</table>
4B. Procrastination: Evaluation

Look at the challenges you've identified in this section, paying particular attention to any you've rated a 4 or 5.

10. Which of the challenges do you identify with most strongly? **List all of the ones you consider high priority in the space below.**

11. Now look at any strategies you indicated that you have tried. **Given your priorities in question two, are there any strategies that you feel particularly interested in learning more about?**

12. Finally, **reflect on your challenges and experiences in this topic area.** Think especially about how these priority items connect -- you may find that several of your challenges have a common theme or are easily met by applying one or more of the related strategies, for example. In this space, make notes on what you think are keys to addressing these challenges in the spring—what is your plan at this stage?
5A. Focus and Distraction: Self-Assessment

**Challenges**

- I tend to rush when I am working on something complex. 1 2 3 4 5
- I get impatient if I feel like something is taking too long. 1 2 3 4 5
- When I am trying to focus on something, my mind wanders frequently. 1 2 3 4 5
- When I study, I often find it difficult to concentrate. 1 2 3 4 5
- When I study, I often get distracted by my phone. 1 2 3 4 5
- When studying on a computer, I often switch off to other websites. 1 2 3 4 5
- I find it difficult to concentrate when other people are around. 1 2 3 4 5
- When studying for long periods, my ability to stay focused gets worse over time. 1 2 3 4 5
- When studying, my mind often wanders to other things. 1 2 3 4 5
- When studying, I get distracted by cravings for food or drinks. 1 2 3 4 5
- When studying, I sometimes start to fall asleep. 1 2 3 4 5
- I am easily distracted by sounds around me, like people, music, or tv. 1 2 3 4 5
- I tend to lose track of time. 1 2 3 4 5

**Strategies**

- I listen to music that helps reduce outside distractions and helps me focus. 1 2 3 4 5
- When I study, I put my phone someplace out of reach, on airplane/do not disturb, etc. 1 2 3 4 5
- I lock myself out of websites that I might get distracted by. 1 2 3 4 5
- I set a timer for a length of time that I would like to stay focused. 1 2 3 4 5
- I remove potential distractions from my study environment/find a quiet place. 1 2 3 4 5
- I find a place where there are people, but the noise is steady. 1 2 3 4 5
- When I find myself distracted, I note it and bring my attention back to work. 1 2 3 4 5
- I study in short intervals and take frequent breaks. 1 2 3 4 5
- I study multiple subjects and switch from one to another. 1 2 3 4 5
- I read whatever I am studying more slowly. 1 2 3 4 5
- I plan to study at times when I am least likely to be distracted (by people or things). 1 2 3 4 5
- I study at specific times of the day that I know work best for me. 1 2 3 4 5
- With long-term assignments (like papers), I start early to see how long it might take. 1 2 3 4 5
- I break long term assignments into stages and set deadlines for each stage. 1 2 3 4 5
- I set reminders on my phone or computer, so I don’t lose track of time or tasks. 1 2 3 4 5
5B. Focus and distraction: Evaluation

Look at the challenges you’ve identified in this section, paying particular attention to any you’ve rated a 4 or 5.

13. Which of the challenges do you identify with most strongly? **List all of the ones you consider high priority in the space below.**

14. Now look at any strategies you indicated that you have tried. **Given your priorities in question two, are there any strategies that you feel particularly interested in learning more about?**

15. Finally, **reflect on your challenges and experiences in this topic area.** Think especially about how these priority items connect -- you may find that several of your challenges have a common theme or are easily met by applying one or more of the related strategies, for example. In this space, make notes on what you think are keys to addressing these challenges in the spring—what is your plan at this stage?
# 6A. Remote and online learning: Self-assessment

## Challenges

1. Not at all  
2. Rarely  
3. Sometimes  
4. Often  
5. Most of the time/always

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find it harder to understand what I’m supposed to be doing in my online classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I find it harder to manage my time when I have a lot of online classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I find it difficult to stay motivated when studying remotely.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am less comfortable communicating with professors in my online classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I find online classes to be more confusing overall.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Problems with technology (e.g., wifi, old computers, audio-visual, headaches) impact my work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is difficult to find a productive, comfortable work space.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is difficult to get family/friends/roommates to give me time and space.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel more pressure when studying at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is harder to know if I am doing things the right way in my online classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is harder when I can’t study or interact with other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is harder to have the right mindset for studying when I’m studying remotely.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

## Strategies

1. Not at all  
2. Rarely  
3. Sometimes  
4. Often  
5. Most of the time/always

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know where to get help if and when I have a technical problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Before an exam or assignment, I check to make sure my technology is working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to arrive to online meetings a few minutes early.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I communicate with my professors via email, office hours, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>If I miss assignments, I contact my professor to discuss ask what to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When I am confused by something I’m studying, I use the internet to learn more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When I am confused by something, I reach out to my professor for clarification.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I dedicate time to learning about how Brightspace is set up and used for each class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I talk with my family or roommates and try to make arrangements for studying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I try to set up a workspace that functions to minimize distraction and maximize focus.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I participate actively in online classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I arrange or participate in online study sessions and or discussions with other students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
6B: Remote and online learning: Evaluation

Look at the challenges you’ve identified in this section, paying particular attention to any you’ve rated a 4 or 5.

16. Which of the challenges do you identify with most strongly? List all of the ones you consider high priority in the space below. List all of the ones you consider high priority in the space below.

17. Now look at any strategies you indicated that you have tried. Given your priorities in question two, are there any strategies that you feel particularly interested in learning more about?

18. Finally, reflect on your challenges and experiences in this topic area. Think especially about how these priority items connect -- you may find that several of your challenges have a common theme or are easily met by applying one or more of the related strategies, for example. In this space, make notes on what you think are keys to addressing these challenges in the spring—what is your plan at this stage?