



Assessing online learning readiness: Perceptions of distance learning stakeholders in three Oklahoma community colleges

Tamra Davis

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Distance learning research has suffered from an inconsistency and lack of comparability of conceptualizations and instrumentation. A commonly accepted online readiness instrument could improve this situation for readiness studies. A valid online readiness assessment could result in higher student success rates as evidenced by increased grades in online classes, lower attrition rates in online classes, maximization of investment in distance learning funding, increased student and faculty satisfaction, and expanded potential for life-long learning.

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