Project Inspire Phase I Institution Site Survey

Please include this completed survey with any data packages shared with Moodle Pty Ltd as part of Project Inspire Phase I data collection.

1. Do you host with a Moodle Partner? If so, which one?

2. What goals do you have for Learning Analytics? (check all that apply)

- Identify and support students at risk of not meeting institutional goals for success
- Determine "best practices" for successful students
- Identify and support teachers not meeting expectations
- Determine "best practices" of successful teachers
- Identify and prompt enhancement of courses not meeting Instructional Design expectations
- Determine "best practices" of most successful course designs
- Other (please describe)

3. What is your institution's Primary Mode(s) of instruction, and/or proportion of each?

- Face to face
- Blended/Hybrid (describe proportion of student activity that occurs online)
- Fully Online

4. Is there a naming convention that can be used to identify mode of instruction, e.g. in the shortname, full name, or course id number?

(Optional: large institutions only)

5. How many hours of effort, on average, do your courses require to complete?

- For example, a one-semester college course worth 3 "credit hours" might be expected to consist of 48 hours of "direct instruction" and 96 hours of "homework" or self-study, for a total of 144 hours of student time.

6. If this varies, is there a naming convention (or anywhere in course or category data) that can be used to determine this per course?

- (Optional: large institutions only)

7. What Type of institution matches you best?

- K-12
  - K-Primary (to age 11)
  - Middle School (ages 12-14)
  - High school (ages 15-18)
- Higher Education
  - Community College (first 2 years post-secondary)
  - Bachelor's degree (first 4 years post-secondary)
  - Graduate (Masters, Ph.D, etc.)
- Corporate Training
  - For a certification
  - Regulatory requirements (e.g. Title IX)
  - non-certification/regulatory
- Community Training (e.g. for NGO)

8. What is your Curriculum Priority? (rank the following in order of importance in your programs)

- Workforce Preparation
- Academic Ranking/Scholarly Preparation
- Community Transformation
- Self-Development
- Other (describe)

9. How accurate is the final grade in the gradebook of each course as an indicator of student success?

(If gradebook is not used to record final student status, we request that you import an extract of this data matched to student and course records prior to de-identification, if possible. A tool is provided with the Anonymise plugin.

10. Which roles should be tracked as student participation?

(include all that apply)

11. Which roles should be tracked as instructor participation?

(include all that apply)

12. Does use of Completion Criteria on activities indicate the most critical components of a course?

(always, sometimes, never)

13. Do courses have fixed start and end dates, or are they perpetually open? If fixed start and end dates, how long are your courses, typically, in days?

(Not required if institution is using Moodle 3.2 or later and is using the Course End Date feature.)

14. If you use a term end procedure, which best describes your process?

- Archive and reset
- Import to new course
- Re-create course from scratch
- New Moodle server
- Other (please describe)

15. If you have more students than one teacher can manage for a course offering, which best describes your process?

- Create one Moodle course per teacher and class of students

- Create one large Moodle course and assign multiple teachers, and place students in groups
- Other (please describe)