

## ICDE Working Goals for 2012-2013

### **High Level Goal 1:** Continue progress toward developing guidelines for evaluation of online instructors\*\*

*Activities supporting this goal could include:*

- Develop guidelines that would educate peer evaluators about ways to evaluate items unique to the online class environment.
- Consider whether language specific to Distance Education evaluations needs to be added to the contract, and if so, develop and recommend this language.

### **High Level Goal 2:** Develop clear structures & protocols for supporting Moodle in face-to-face classroom environments with the intent of enhancing student success and retention.

*Activities supporting this goal could include:*

- Determine how many active Moodle shells currently exist for face-to-face courses.
- Develop faculty and staff training (in-person and/or static) related to the use of Moodle in face-to-face courses.

### **High Level Goal 3:** Streamline and enhance support resources for faculty\*\*

*Activities supporting this goal could include:*

- Develop a central site that would store all information related to Moodle use for faculty and staff (i.e., a Faculty corollary to the Student Online Resources Portal).
- Develop procedures for regular review and updating of Online Faculty Handbook.
- Identify faculty willing to serve as “Moodle mentors” for peers with questions.

### **High Level Goal 4:** Continue progress on developing and supporting student support resources

*Activities supporting this goal could include:*

- Monitor and maintain the Student Resource Portal, keeping track of which links are being accessed and updating the site as necessary to keep the content fresh and relevant.
- Review the “Am I Ready for Online Education” survey to make sure it is relevant.
- Investigate possibilities for systematic orientations for students taking (or interested in taking) online classes. (Possibilities might include face-to-face workshops, tutorial videos, non-credit open enrollment courses in Moodle, interventions at the point of registration, etc.)

### **High Level Goal 5:** Refine the evaluation process and tool that provides students an opportunity to evaluate the online learning experiences.\*

*Activities supporting this goal could include:*

- Monitor processes for student evaluations that were put in place during Spring 2012 and report on effects.
- Investigate additional methods of increasing survey response rate.

### **High Level Goal 6:** Establish MPC Online Help responsibilities and policies for Moodle administrative permissions (i.e., who gets permission to do what).

*Activities supporting this goal could include:*

- Create a task list of what types of Moodle-related tasks MPC Online help staff are currently doing.
- Review current administrative permission levels in Moodle to see if they are adequate.
- Review tasks commonly done by work-study students to ensure that we are in compliance with privacy regulations (i.e., FERPA). Adjust work-study assignments (or Moodle permissions) as necessary to maintain compliance.
- Identify gaps between the tasks that need to be done and current staffing resources.

### **High Level Goal 7:** Work collaboratively with the Academic Senate to define “quality” in a distance education context.

*Activities supporting this goal could include:*

- Investigate existing best practices for quality control (in the CCC system and nationally, if warranted).
- Develop a philosophical statement that articulates what “high quality distance education” means at MPC..

\*Shows progress on ACCJC Recommendation 4, element 1: Student evaluation process and tool

\*\*Shows progress on ACCJC Recommendation 4, element 2: Clear protocols and strategic goals