Members Present: Karen Downey, Chris Chance, Lynn Goswick, Linda Matteson, Rhonda Boone, Bill Lewis, Dwight Rhodes, Johanna Hume, Jerrod Butcher, Manuela Imthurn
Guests: John Bethscheider, Drew Nelson
Members Not Present: Jason Nichols, Dena Faust

Dr. Jackson's Introduction
Dr. Jackson spoke to the committee about the reaccreditation process and the QEP. He stressed that our priority short-term goal is reaffirmation. The QEP may ultimately do many things for the college, but we must not lose sight of the underlying goal.

The visiting team will be looking for a QEP that is: meaningful to the institution, anchored in the college mission, focused, feasible, and within the college's capabilities. Capabilities include time, facilities, budget and personnel.

He discussed the fact that success will be measured in terms of three areas: outcomes, process, and development. For example, is the QEP working according to plan? Has there been broad based involvement during the development and implementation stages? In addition, the QEP needs to be framed in terms of student learning.

The committee then split into two groups to discuss objectives and restating our objectives to show how the QEP is focused in specific student learning, skills and knowledge. Both groups discussed what the students need to learn, at what level they need to learn it, and when it will be learned.

Restated Objectives
The committee developed the following objectives as the core of the QEP:
1. Students will be able to configure computer settings.
2. Students will be able to access the course delivery system.
3. Students will be able to demonstrate competency in navigation and understanding of the course delivery system.

Dr. Jackson strongly urged the committee to change the QEP wording from MyBlackboard to"Course delivery system." The committee agreed that this would be best in case the college ever changed vendors. MyBlackboard will still be able to be used in terms of PR.

Specifics to be addressed in the above objectives, respectively, would include:
1. Browser settings, Java, internet speed
2. Access to college website and course delivery system link, knowledge of login procedures, ability to access classes within the course delivery system.
3. File management, assignment submissions, discussions, mail.

Options for Implementation Strategies
Dr. Jackson discussed some different options in terms of implementing the CDS (course delivery system) orientation. He first strongly urged the committee to choose a small cohort of students to track. He said that many more students could be encouraged to

take the orientation; however, for the purposes of the QEP, a small group would be much more beneficial.

Dr. Jackson suggested that the QEP target cohort be all new students who will be taking online or hybrid courses. No other students should be included for tracking purposes. The majority of the cohort would access the orientation online at the beginning of their classes. This could be made mandatory by faculty teaching online. In addition, a minority of the students would take the orientation on campus during the late summer orientation for new students.

Different tracking and data collection strategies were discussed. The college could collect data beginning fall 2011 until the orientation was implemented in summer and fall 2013. And/or, a portion of the student body could be given pre-skills tests in 2011 and 2012. These could all help with baseline data regarding the skills that our typical incoming freshman have and could be compared to the success rates of those students who complete the orientation. Dr. Jackson did not express concern that data collection and tracking strategies were as yet undecided.

Someone stated that Blue Ridge uses Accuplacer for initial testing before their orientation. The committee may look into this. However, the issue of pre-testing large numbers of students was discussed in an earlier meeting. Initially the committee felt that testing prior to taking an orientation would be too much of a burden for students.

Resources
This topic was not discussed thoroughly. Resources will not be tested or tracked. They will, however, need to be stated in the report. These may include: faculty training, the preparation of the online orientation itself, creation of an on-campus orientation, possible pretests/assessments, Advising Department (to counsel students for online class readiness).

Miscellaneous
Dr. Jackson suggested that the QEP report include an organizational chart. This should show which departments will be involved (IE/DE), personnel, skills and percentage of time to be devoted to the QEP.

Finally, Dr. Jackson discussed the visiting team. It's time for the committee to find and contact the external consultant for the QEP. This personal should have experience in online learning and/or testing and/or course delivery systems, etc.

Tasks
Section write-ups need to be finished and given to Karen and Linda as soon as possible. They can then be discussed at the March meeting.

Next Meeting
Friday, March 4, 2011
8:30, S-119