

Agenda

I. Welcome, background info

II. Review of SACSCOC QEP Principle

III. Review of Committee Purpose

IV. Review of QEP Goals & Actions

- 1.1 – discuss content ideas
- 1.2 – establish sub-committee
- 2.1 – consider professional development options
- 2.2 – review draft online course design checklist; establish sub-committee

V. Schedule next meeting

Online Student Survey Results

Online students	Survey	.09%	<ul style="list-style-type: none"> <li>• 30% surveyed report online classes are similar to regular classes.</li> <li>• 14% surveyed report they 'don't feel like I'm part of a class.'</li> <li>• 24% surveyed report that they had to 'learn the material on my own.'</li> <li>• 19% surveyed report online classes are nothing like regular classes.</li> <li>• Lack of engagement with students and instructors widely reported.</li> <li>• Comments regarding assignments, due dates, reading &amp; quizzing, not knowing how to find things all indicate course design varies widely.</li> <li>• 29% of students surveyed report speaking with an instructor in person, by chat or video conference, or by phone.</li> <li>• 10% surveyed did not attempt to contact their instructor.</li> <li>• 30% or more surveyed reported that their class did not include: group pages/work, voice feedback, videos or images captions, uploading multi-media docs or files, ePortfolios, or chat.</li> <li>• Discussion boards, quizzes, calendar, assignment modules and document uploads are the most commonly reported Canvas features used.</li> <li>• Survey responses reinforce focus group comments about online course difficulties and lack of engagement.</li> </ul>
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**Survey Responses:**

- **What do you wish you had known about online classes before you took one?**
  - How short the time limit is for completing assignments
  - You have to put away time specifically to understand your coursework because there will not be a teacher explaining everything.
  - How often deadlines could change and that you need to be adamant about checking due dates
  - That we as the students would have to figure most of it on our own.
  - How complicated and detached they are from the instructor, students and class room...
  - The expectation on quizzes and test.
- **What do online students need the most help with?**
  - helpful instructors
  - better explanation of tough material
  - Making sure they're actually learning the material instead of coasting.
  - Instructors participating with their students.
  - one thing is if its there first online course there need to be a bridging the gap between on line and class room its a big differences. Student need to know, they have to engage the subject itself. There is no engaging in discussion or instructor. It misses a lot of extra that you receive in the class room. Students need to understand that.
- **What do you wish online instructors did that your face-to-face instructors did?**
  - Give more information about assignments ahead of time.
  - teaching students not just giving assignments
  - Some of my online professors NEVER interact at all. No introduction or anything the whole course.
  - It's been one extreme to the next with my online classes. Over abundance of work to hardly any at all. Just be consistent
  - I wish that there were assignment that actually helped me learn the information, rather than just quizzes and exams that checked to see if I knew it already.

Faculty/Staff Survey Results

Faculty (PT, FT) & Staff	Survey	36%	<ul style="list-style-type: none"> <li>• 50% or more give good or excellent ratings to dual credit, instruction, course offerings and advising/counseling.</li> <li>• Distance learning is split: 56% rate excellent or good and 46% rate needs improvement or poor.</li> <li>• 40% or more give needs improvement or poor ratings to distance learning, software and technology.</li> <li>• 53% rate college technology as needs improvement; 11% rate it poor.</li> <li>• 40% or more rate advising/retention, course/curriculum quality or student success as top priority for the college.</li> <li>• 60% rank dual credit and/or distance learning as very important for the college.</li> <li>• Distance learning quality is questioned: 21% rate them as comparable. 42% rate them as only somewhat comparable. 36% rate online courses as not or not very comparable to face-to-face courses. .</li> <li>• Dual credit quality is similarly but slightly less questioned: 39% say they are comparable. 50% rate them as only somewhat comparable. 10% say they are not or not very comparable.</li> <li>• Degree planning identified as most needed advising.</li> <li>• Social activities, improved advising, new programs and improved or new academic support identified as most needed services.</li> <li>• Instructional methods &amp; quality identified as most needed distance learning improvement.</li> <li>• Communication and improved or new academic support services identified as most needed student services improvement.</li> </ul>
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**Survey Responses:**

- **Do you think our online courses are comparable to our face-to-face courses?**
  - Yes – 22.00%
  - Somewhat – 43.00%
  - Not really – 25.00%
  - No – 10%
- **What's a possible opportunity for improvement in distance learning?**
  - Some personal contact/discussion in courses that do not require much student/professor interaction.
  - Mandatory orientation and proctored exams.
  - For all students to take a quick introduction to Canvas, prior to classes starting.
  - Proctored testing, identify at-risk students early in semester
  - Better interaction with their online students.
  - Instructors interacting better with their online students.
  - Require mandatory proctored EXAMS for ALL EXAMS in an online course. This would reduce cheating significantly.
  - A method for online tutoring through the tutoring center.
  - Have some standards for the courses so that students in one location have the same opportunities as students in other locations.
  - Required discussions to promote learning and interaction in all classes.
  - Have a standard operating procedure for conducting an online course.
  - Prompt feedback to students. Students complain there is little feedback from some instructors...
  - Structured and consistent basic requirements of all faculty and adjuncts for distance learning.

**Location: Cisco and Abilene Zoom Rooms**

**Minutes**

**Members Attending: Caton, Hicks, Dupree, Dodson, Grubbs, Barton, M. Taylor, Zinsser, Rolison, Leath, Torres, Jackson, Berry**

**Members Absent: Golson, A. Taylor, Dove**

- Review Goal #2
  - a. Action 2.1
    - i. Online Learning Consortium (OLC)
      - 1. What are your thoughts on this resource? Do the workshops and webinars look appropriate for QEP goals?  
Members agreed on OLC as professional development option for the QEP.
    - ii. Additional workshops
      - 1. Does the OLC lack something that we would need to plan on creating in-house?
        - No, members discussed the variety of workshops and scalability of training length, availability of archived training materials. In-house training should/could include short demo videos (how to in Canvas) and in-lab workshops for faculty to implement methods or features. Online training course should be used and available.
    - iii. How to select the departments to complete training
      - 1. Who should select the departments? One suggestion is the Academic Leadership Team, as they could use data from the core curriculum assessment to make the decision. And core curriculum assessment is part of the justification for the QEP.
        - Committee agrees that volunteers should be asked for from across core disciplines. 10-12 members for Group A, hopefully 2 per dept/division/discipline.
        - Committee recommends including stipends for faculty upon completion or during the Fall semester they attend training and exemption from committee service for the 2 years the group is active in the QEP.
    - iv. Review and develop the action timeline
      - 1. Review the tentative schedule under Tab 2.1. What suggestions do you have?
        - Include DL workshop or session as part of each kickoff during the term of the QEP.
        - Year 1, Action 2.1 – bring in DL speakers/presenters for college-wide initial push at QEP implantation and focus on best practices. Zinsser suggests Scott Hamm, HSU.

- Caton/Hicks to update timeline with revisions and draft budget for review at the next meeting.

b. Action 2.2

i. Review draft and feedback comments for the online course design checklist

1. We received fantastic feedback. Below, I'm including links in response to a few of the comments. This information explains rationale for checklist items.

a. **Font Style & Size**

- i. [An Eye Tracking Study of How Font Size and Type Influence Online Reading](#)
- ii. [8 Considerations for Online Text](#): One quote that sums it up: "At a minimum, instructors should use a 12 point font for body text. Outing and Ruel (n.d.. p. 3) noted that "smaller type encourages focused viewing behavior (that is, reading the words), while larger type promotes lighter scanning." Twelve point font strikes a good balance between those behaviors."

b. **Syllabus Format -The checklist requested both HTML and PDF versions.**

- i. The majority of information should be provided on screen, via HTML. HTML is the most accessible, and it is mobile friendly.
- ii. [A Learning Strategy to Compensate for Cognitive Overload in Online Learning: Learner Use of Printed Online Materials](#)
- iii. [Avoid PDF for On-Screen Reading](#)
- iv. The rationale for including a PDF version was that the syllabus page doesn't print well from Canvas. We can discuss if this is a relevant concern though.

c. **Graphics and Images**

- i. Visuals on the homepage (and other areas of the course) positively impact learning.
  - ii. [Visual Learning: 6 Reasons Why Visuals Are The Most Powerful Aspect Of eLearning](#)
  - iii. [The importance of visual design and aesthetics in e-learning](#)
  - iv. [Using Graphics in Online Courses](#)
2. I'm also forwarding a few journal articles discussing communication and general course design.
    - Committee reviewed checklist comments item by item, discussion on best practices vs. items that can be suggestions or combined. Hicks/Caton revise checklist into final draft and email to committee for final review.

- ii. Determine how and when to use the online course design checklist
    - Checklist will be start-of-term resources. No scoring – check items only. Instructors can use for self-evaluation and/or chairs/admin can use for compliance checks, random sampling of courses, etc.
  - iii. OLC scorecard as a course evaluation tool
    1. Could this be something we include in our current course evaluation plan?
      - Committee agrees that pairing the checklist and scorecard can work. Committee to review full scorecard as end-of-course evaluation tool before next meeting.
      - Committee to norm scoring (2) online course examples.
      - Hicks / Caton to gather data on: # of online courses, total student enrollment by course, online course evaluation data (use select questions mean scores to determine average), and online course survey results from Fall 2018.
  - iv. Scoring courses from prior terms with the checklist
    1. How should we review courses from previous terms to establish baseline scores (i.e. another QEP meeting, sub-committee, etc).
      - Next meeting, committee to determine how to / who will score 16-17 and 17-18 online courses to determine institutional average course score. Caton to determine to how to get members access to past courses in Canvas.
- Schedule next meeting – Nov 30, 10-12. Caton to send invite.

## *Comments about the Online Course Design Checklist*

*Beth Jackson*

*I reviewed the proposed Online Course Design Checklist and added my comments and questions beneath items in green (see attached). After looking at the OSCQR Course Design Review, I much prefer it to the one currently proposed. In several instances the items on the checklist are the same, but in some cases the wording is stated more clearly. In addition, many of the items are not worded as absolute requirements, but as guidelines so that it does not come across as demanding, for example, Course offers opportunities for learners..... or Learners have the opportunity to ..... The format for grading oneself also has built into it an option for "does not apply" which addresses a few of my questions that I filled in before closely examining this document. I even like the headings better for the TOSCQR Course Design Review.*

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*Audrey Schaffner (Technology & Distance Learning Committee Member)*

*I think this looks really good! I like that it's brief and descriptive at the same time. Overall, I think the document gives a wonderful overview of what is absolutely necessary for good online course design.*

*I wonder if we might want to include a brief note about general course design--mostly a note about remaining consistent with general course navigation layout, color scheme, and design; consistency of module layout with assignments and supplementary materials (i.e. utilizing headers and such); and assignment layout (i.e. subtitles and assignment specs within assignment pages).*

*That being said, I do understand that most of those course design suggestions should be generally followed if they consider some of the suggestions already stated on the checklist. That was just the only thing that I thought we might consider including.*

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*Kam Zinsser*

You mentioned that the checklist was at the start of the semester. When will this be checked? Prior to the start of the class? Just checking because some of these things such as the syllabus etc will need to be available as quickly as possible. Since I am new I am not sure when the class becomes available for the student. As you know, the first week is critical to retention. I have a couple of suggestions under the Interaction category:

- Respond to all students in for example an icebreaker or discussion in the first week of class with a substantive response.
- Post three reminder announcements for the first week and weeks after. Utilize graphics and pedagogy strategies to invite students to learning.

*Course Overview & Information Category*

- Provide a faculty bio so the students can get to know you. Also adding a few pictures will add that personal touch. The bios can be anywhere from plain text to extravagant such as videos. I use a Bite-able video to introduce myself to students. It is quick and easy. I also have a short bio in text.

One question for #22 - I use blinking signs to draw attention to important due dates. Is this a problem? They are not really bright and I have never had any complaints. Just checking!

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*Crystal Rolison*

I've completed my review of the Online Course Design Checklist. I think this is a good reference for instructors as they continue to work toward providing the best online content for their students.

A concern I have is mandating format or content which may work beautifully in one subject but not in another. Because we offer such a diverse array of online courses it will be impossible to come up with a list of any detail which will work for everyone. Mandating content, for the most part, seems ill advised and will discourage online instruction. I would hope



individual professors are allowed the flexibility to create the course that works for them and their students and not a cookie cutter course.

I am also aware, and will continue to make others aware, that our faculty are grossly underpaid. You know this, I know this, and adding to requirements for a faculty already shaking under the weight of overloads will not end well. I would hope this committee and our administration would always attempt to enhance the faculty experience here and not make our jobs more challenging.

I would also like more clarity on the Interaction portion of the checklist. Are we asking faculty to sift through and find all students who have not logged in? Would we not then have the same responsibility to chase down our face to face students and drag them into the classroom? Are we enabling poor student behavior when we should be rewarding self-motivated learning in an online environment?

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**Kim Torres**

I use one module for the entire semester of my Online British Literature Course. I create one assignment per week, and within that assignment, I include directions, handouts, and links to external URLs. Everything the student needs is contained in one place. I've gotten good feedback from students, noting that the course is organized and easy to follow.

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**Misty Taylor**

Perhaps this will be included in the orientation information, but one thing we need to provide students is a list of words used in academia and what they mean...simple definition. Many students do not know what a syllabus is or modules, what getting a "W" means etc. We take for granted many words that we throw around regularly that are not common words to brand new students. That applies to several areas not just the classroom.... to Admissions information and Financial Aid etc.

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*Randy Golson*

*I would add a couple of items such as;*

- (1) some statement in the Course Overview that advises students of the need to have unlimited access to a computer and the internet.*
- (2) a short, 5 minute, Intro into the basic student operation of canvas course work.*

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*Carol Dupree*

*One issue that arose this semester was the use of a link to a YouTube video. The link did not immediately work. The student needed to find assistance and it was still difficult to get to. Finally the link was copied from the faculty member's page and pasted into the YouTube address and it worked. Should have been easier. That issue would fall under Course Navigation and Accessibility.*

*Also, is there enough under the interaction section? Faculty tend to fall short on that issue.*

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*Renee Leath*

*The checklist looked good to me, straight-forward and easy to utilize. Since I have not built a course module in Canvas, I did not have any practical experience with it, but as a former student, I appreciated the uniformity it would provide to the courses.*

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*Debbie Barton*

*I looked over that list – considering I don't teach any online courses, I didn't feel qualified to chime in but it looked good to me.*

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Jim Berry

I've attached a synopsis of the 25 pages of comments taken from the Discussion regarding the online courses. I cut and pasted a lot of short comments along with my commentary on the categories of Format, Registration/ Access to Canvas, Customer Service, etc.

### #1 - Format

We need a standardized format as to where things are located. One complained that some instructors don't even use the Syllabus tab and buried the syllabus in the Files Section. This is my major recommendation as it pertains to ONLINE courses – standardized format, regardless of whether an additional system like MindTap is used or not.

*NOTE:* I had several students indicate that they were not aware of the Canvas app for smartphones. The word spread during weekly discussions, but they should have had that information on their first access to Canvas and I will include that in my information pages next semester.

- Mind tap is not available for this class but for all of the others, it is an amazing tool. I utilized many of the features that were available. The weekly quizzes were very helpful in preparing for the exams. I also like the ability to read the book online. I was able to read at night without disturbing anyone else in the house as well as the ability to make the text bigger and easier to read. I would recommend that all of the criminal justice classes make use of this tool.
- It has been my experience that every instructor puts important information in different places in Canvas. This is frustrating and confusing trying to find the syllabus or class schedule in a timely manner. By the time that you find it you have already missed an important deadline. So, it would be my suggestion that instructors put information in the correct folders that are already provided. I am not saying that this is the case with all instructors but it is a problem that has come up several times.
- I also have \_\_\_\_\_ for criminal investigation, and the first three weeks were crazy. I could not find her syllabus or her grading rubric. I also

mentioned these in my discussion response. When i finally got a book in the third week, she was nice enough to give us 4 days to catch up on 5 chapters.

- Canvas is definitely simple to navigate, especially once I had the opportunity to click around and check it out. It's not my first college course, but it is my first online course and I was surprised at the ease of it.
- Good idea on a Canvas tutorial video option! That would have been so helpful when beginning my course because it took me about a week to navigate it somewhat efficiently.
- I have taken many courses online and the ones I have taken have always been strictly on Canvas and honestly it is not my favorite because, I have grown to LOVE MindTap and how that program is run. I have learned how that program works and being an auditory learner having the book where it can read to me is so much easier for me to remember what I read/heard then when I have to read the book myself, and normally for me to remember that I have to read it two or three times to be able to remember what I have read.
- The one beneficial thing that my other classes have that Crime in America doesn't have is "MindTap:" MindTap seems to make it easier on keeping up with books and less expensive. By this I mean if all students who are majoring in a Criminal Justice degree had all their books on MindTap, they would be able to just buy one unlimited access code for the whole semester and wouldn't have to worry about trying to keep up with books as well as maintaining the condition of each book.
- Some other issues that I have experienced so far in the semester has been figuring out what is required of the instructor. Some instructors make it very clear what they ask of you and others must be emailed on what is required. I haven't experienced a lot of these issues, but a little bit of clarity could help some students in achieving success.
- So far I have had a positive experience using Canvas, but a bit of trouble using MindTap. The only beneficial thing with MindTap is not having to use actual books and maintain the condition of each and every single one of them.

- Last semester I did take an online course that had another website that I needed to log on to and access for tests, PowerPoints, and other class needs. This is something I did not enjoy. It was unfortunately quite a hassle. Instead of all my course work being on one convenient website it was spread to another website. (NOT SURE OF THE FORMAT – DOESN'T SOUND LIKE MINDTAP...MAYBE REVEL by Pearson)
- This is my second-semester using MindTap. I find without it, this class is a little more tedious with weekly discussion posts, responses, and crime of the week submissions. My other online course (Criminal Investigation) does a discussion post, 10 question quizzes, and videos which help my understanding of the chapter but is tedious as well none the less. Which I expect, it is an online course after all. I enjoy reading discussions and other's views and opinions though. However, this class lacks the study aids MindTap has to offer. I am currently taking 5 criminal justice classes, 3 of which are online. Only 1 online course and both of my on-campus classes use MindTap. It is so much easier, and not to mention more cost-efficient.
- If I had one complaint, it would be navigating canvas. All my classes are set up differently so it was a bit of a learning curve for which class was set up which way.
- I am also taking similar classes and I do like that one or two of them are in mindtap. its easy to navigate and find everything
- I recommend with the next class that maybe more modules with each chapter having a post quiz. And possibly videos and more interactive assignments.
- I honestly had a pretty good first week and got started out quickly. The only thing I wish they would change would be access to canvas a couple weeks in advance just to look at what you're getting yourself into.

- In a previous course that I took the teacher had the course set up a bit confusingly. She had the syllabus and a few other important files placed in the "files" tab instead of the designated Syllabus tab. She would only add things to the "files" tab and never was there a course message that said when things were added. I found the set up to be frustrating due to the fact that I was used to the normal set up of online courses.
- It would be nice to see all the classes on one system, either Canvas with a book, or MindTap, or an in house program for Cisco. A tutorial for Canvas would have been helpful also. I don't have a third complaint to be remedied. *(I THINK WE HAVE THAT TUTORIAL, BUT NEED TO MAKE IT EASIER TO FIND)*

## *#2 - Registration and Access to Canvas/MindTap*

*This is one issue we have to fix. I found a number of students who complained about the registration process on campus but no negative comments regarding the ONLINE registration process. While this may not be an ONLINE issue, it affects how the students view the college. There are more notes on this point in the "customer service" area.*

- I had to take a lot of the online registering in my own hands because some of the questions I had the school couldn't help me, I don't know why but a lot of it was a lot more difficult than it needed to be.
- One issue I encountered was difficulty finding my student ID # when I first attempted to log in and make an account in canvas, but the Cisco College website allowed me to easily discover it.  
Also, the first time I logged on to canvas, I was a little confused on how to operate the program. However, once I spent a little time within the program, I was able to figure out how it operates and found it fairly simple to navigate.
- Registration was easy. I was mainly worried because my schedule didn't show that I was enrolled for the class until it got closer to the class start date. *(THIS IS FROM AN EXPERIENCED STUDENT)*

- My sister started this semester and I do remember how hectic it was for her to get her registration and financial aid straightened out, so she could start her class on time. One of the best things about these online classes is that they are very easy to navigate once you figure out exactly where everything is located.
- My classes are set up differently as well, I have 3 using MindTap courses and 2 the "old" way. I don't mind switching between layouts but I can see how it is confusing at first, I hated MindTap the first semester I used it. Now I love it. I wasn't sure if canvas was available in the mobile format, but thanks for the tip! I use my computer every time I need to check my grades or something so that will be more convenient.
- I have had a similar issue with finding my student ID#, which I tend to forget a lot. Luckily after searching the Cisco handbook forever I found the information there.
- Three issues that if resolved would have been an easier process is registration, logging into class, and finding what I need in class. Registration was very hectic, there were many papers I did not understand and was unable to fill out. There was just too many that were confusing. Logging into class was kind of a struggle as well. I couldn't find my log in material and when I did it still wouldn't work so I had to go resolve it at the campus. it was just a very stressful task. Lastly, finding what I need in class was a job too, I had a rough time finding my assignments and the material.

### **#3 - Textbooks**

*Several comments on confusion with purchasing textbooks. This was an anomaly due to a personnel change in the bookstore at the beginning of the semester.*

- Like a majority of the class, I had trouble getting textbooks this semester. At one point I was so desperate to find hard copies of the books I went to

McMurry, ACU, and HSU hoping their bookstores might have options available. When that left me without any books I settled with two Ebooks and a hard copy bought off Chegg.

#### *#4 - Customer Service*

*This was one of the major issues. Several students commented on the customer service at the front counter. Most may be due to as one student commented - "the chaos at registration".*

- I totally agree with you concerning the staff at the front desk last year, I also felt like i was bothering them in order to get a message to a counselor or financial aid. I also did not think to mention the issues that i had with the financial aid department. It was a nightmare, they would not return phone calls or emails. So i was forced to wait for over two hours on campus to talk to talk to them. They also were rude and not very helpful. It is my opinion that they make their jobs harder by not responding in a timely manner.*
- Each teacher has a course schedule they follow. The only problems I have had are usually when I must go up to the school. The last semesters before this one I would go up to the school to figure out my schedule, because I was uncomfortable with setting it my self online. I would ask I guess you could call them receptionist at the front for help and to be honest they were not very helpful and kind of rude. They attitude they gave off at times was like everyone was bothering them. I thought perhaps I was taking it too personally, but my fiancé and a friend of mine said they experienced the same thing.*
- My second issue is just going to the school in general. The waits are horrible and often times you can tell the staff is short and, in a rush, to get you in and out with the number of students they have waiting to see them as well. I understand we are all people and we get frustrated, but there must be I believe a better system when dealing with the beginning semesters rushes.*



- I went back on my FAFSA webpage to check as well. I would correspond with the financial aid counselors as well. I would often not get responses from them. It left me worried because of course I did not want to get withdrawn from my classes. I had to message them repeatedly to check on my FAFSA status. I went in twice to talk to one of the counselors a different one than what I was originally corresponding with and I tried to explain to her what was going on and she as well was in a rush and just did not take the time to listen to me.
- I'm so glad that y'all mentioned the wait and the front desk staff. I had issues with trying to get advised but I think one of the biggest issues is how rude they treat people that are trying to go to their school. I remember the Admissions staff being very rude and seemingly like she was too busy to help me and I just wanted to ask if she honestly cared if students came to Cisco \*\* I think the bookstore staff were the nicest people I have encountered staff wise on the Abilene campus.
- I did not think to mention my struggles with the counselors and fafsa, everything is basically "do it yourself" when it comes to those and trying to get ahold of anyone to get answers is a joke, the wait is insane like you mentioned, and we get rushed through.

### *Financial Aid*

*There were several comments on the delay in getting Financial Aid. Not sure how much control we on this one.*

## CISCO COLLEGE STANDING COMMITTEE END OF YEAR REPORT

Standing Committee Name	<b>Quality Enhancement Plan (QEP) Committee</b>
Chair	Carol Dupree
Submitted by:	Heather Hicks
Statement of committee purpose	The purpose of the QEP Committee is to coordinate the development and implementation of the activities and actions that will achieve the QEP goals.
Statement of committee responsibilities	<ul style="list-style-type: none"> <li>• to develop and implement a QEP assessment plan;</li> <li>• to assess the QEP per the assessment plan;</li> <li>• to make recommendations to the QEP Coordinator related to improvements or changes to the QEP as necessary and based on assessment results.</li> </ul>
Statement of committee procedures and guidelines	2 meetings per semester minimum.
Representation (if specified)	Faculty and staff representation from both campuses and to include multiple distance education faculty, the Distance Learning & Technology chair (or liaison appointed by that committee). Ex officio: Vice President of Instruction, Vice President of Student Services, Registrar, Accreditation Liaison, CFO, Director of Marketing
Number of meetings and dates	14 September 2018 26 October 2018
Who attended each meeting	<p>SEPT 14:</p> <p>Debbie Barton, Biology Instructor            James Berry, Online Criminal Justice Instructor            Sheron Caton, Director of Distance Education/QEP Coordinator            Randy Golson, Online History Instructor            Lori Grubbs, Director of Student Success Programs            Beth Jackson, Online Math Instructor - Abilene            Renee Leath, Student Success Specialist            Catherine Mullinax, Online English Instructor            Crystal Rolison, Online Speech Instructor            Misty Taylor, Counselor            Kim Torres, Distance Learning &amp; Technology Committee Chair/Online English Instructor            Kam Zinnser, Dean of Workforce &amp; Economic Development            Carol Dupree, VPI            Heather Hicks, Accreditation Liaison</p> <p>OCT 26:</p> <p>James Berry, Online Criminal Justice Instructor            Sheron Caton, Director of Distance Education/QEP Coordinator            Randy Golson, Online History Instructor            Lori Grubbs, Director of Student Success Programs            Beth Jackson, Online Math Instructor - Abilene            Renee Leath, Student Success Specialist            Catherine Mullinax, Online English Instructor</p>

## CISCO COLLEGE STANDING COMMITTEE END OF YEAR REPORT

	<p>Crystal Rolison, Online Speech Instructor  Misty Taylor, Counselor  Audrey Schaffner, Distance Learning &amp; Technology Committee member  Kam Zinnser, Dean of Workforce &amp; Economic Development  Carol Dupree, VPI  Heather Hicks, Accreditation Liaison</p>
Personnel changes through the year	None
Committee Chair elected for the upcoming year	Sheron Caton, QEP Coordinator
Objectives or issues addressed by committee in the current year	Develop the plans for the QEP actions selected by the QEP Ad-hoc Steering Committee in 2017-2018 to achieve the QEP Goals.
Actions taken in the current year	<ol style="list-style-type: none"> <li>1. recommended the Online Learning Consortium as the main professional development resource for Action 3 (implement prof. dev. program) and determined that the faculty groups that will go through OLC training would be established on a volunteer basis.</li> <li>2. established sub-committee to evaluate student services for opportunities to expand or improve services to online students for Action 2. The sub-committee did not feel that establishing online advising was feasible at this time. As a result, the QEP committee recommended expanding online tutoring options for Action 2.</li> <li>3. developed the list of content/topics for the online videos for Action 1 (develop orientation videos)</li> <li>4. review and provide feedback on the Online Course Design Checklist. As a result of the review, the committee recommended the checklist as a design tool for Action 4 (develop online course evaluation tools).</li> </ol> <p>All recommendations were approved by the Reaffirmation Leadership Team and incorporated into the QEP.</p>
Recommendations	<p>The 19-20 Committee will be the implementation committee, coordinating the start of the 4 QEP actions beginning Fall 2019, including:</p> <p>Fall 2019 - online course checklist training for chairs/department heads</p> <p>Fall 2019 - 1st orientation video launched on website, used to demonstrate video approach the QEP will establish.</p> <p>Fall 2019 - establish Group A for professional development through the Online Learning Consortium; provide group training on the online course design checklist and online course scorecard and self-evaluate online courses to determine professional development goals.</p> <p>Fall 2019 - implement marketing for UpSwing tutoring</p> <p>Spring 2020 - 2nd orientation video launched on website; provide 1st college-wide professional development (speaker)</p>
Comments	2019-2020 Membership should include same ex-officio, and:

## CISCO COLLEGE STANDING COMMITTEE END OF YEAR REPORT

	<p>Misty Taylor Renee Leath Kam Zinnser Jordan Burt (library) faculty volunteers for professional development to be named by Sept 1.</p>
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