Members Present: Mr. Spencer Stewart
Dr. Lou Milanesi
Dr. Maria Ortiz
Mr. Sam McCool
Dr. Lori Navarrete
Dr. Tony Scinta

Agenda: From previous minutes; previous minutes also amended to show additional attendees.

Reports:

Lori Navarrete: Learner Support
Based analysis on the eight categories of Quality Matters standards -- liked it the most of the rubrics;

• technical support: important to communicate to students about support sources
• learning support: links to learning resources (currently included in WebCampus template)
• course instructions articulate support: making resources relevant to course expectations
• course instructions articulate use of resources in research, writing, technology

Discussion of how we are currently trying to meet these guidelines ensued: How much more we need to do with WebCampus Orientation courses to further communicate to students the links and contact info for institutional resources for admissions, registration, financial aid.

Gloria Weddington (presented by Lori): Accessibility for all students

• ADA requirements
• Alternatives to auditory and visual content
• Self subscribing links

A discussion ensued regarding the challenges this guideline poses to NSC and NSHE. The perspectives of the DE Directors, and Directors of Disability Resources Centers (both groups met last fall) were shared. About reasonable accommodations, we need to be aware of the issues. We should start by trying to answer: What are the common accommodations we need to meet? What are the easiest accommodations?

Discussion focused on setting standards for communicating to students that certain resources are available.
Tony Scinta: Establishing Outcomes
Discussion of backwards design of courses based on the programmatic outcomes; basing outcomes on what skills students have to have beyond the content knowledge of the specific course.

Question was raised about the common course numbering system. Does the common numbering represent common course descriptions and outcomes? The descriptions are not consistent across NSHE even if the numbering is. Does the common numbering relate to consistent outcomes expectations at each institution in NSHE? How do we guarantee the quality of our programs (an accreditation question)?

When everybody is in a state of program development, how do we establish fixed outcomes for each course?

General expectations for establishing outcomes:
1. Are outcomes listed in syllabus
2. Are they articulated clearly
3. Are they observable and measurable?
4. Do the outcomes objectives align with program objectives?

Matt Henry: Course Technology
Analysis presented in text.

Next Meeting: Jan. 23
Agenda: Pulling together the analyses into a generic rubric