



**Quality Enhancement Plan (QEP)
Educational Program Review Board (EPRB)
29 July 2010**

**Lt Gen Peck
Dr. Murphy
Mr. Get**

We Produce the Future



Why We Are Here Today



Develop America's Airmen Today ... for Tomorrow

“The scope of this QEP is broad, touching ... on six academic units of Air University. ... While ambitious, [it] is not trying to do too much at any one point.

The cautionary note from this committee is that the QEP is complex and still has many things going on at any given point in time.

In order to keep track of activities, we have recommended [mechanisms] that will keep the various pieces of the program in place.”

-- SACS, “Report of the Reaffirmation Committee,” 4 Mar 09



Bottom Line Up Front



Develop America's Airmen Today ... for Tomorrow

All key educational and support efforts are in place and on track

- We are meeting many of the targets we set
 - Some need to be adjusted
- We have adopted many good assessment techniques
 - Others still elude us
- Our initial efforts have been labor intensive
 - We're growing our body of AU SMEs ... slowly
 - We're learning from our initial efforts to increase both effectiveness and efficiency
- We can improve the sequence of content across COE
 - One size does not fit all



Briefing Agenda



Develop America's Airmen Today ... for Tomorrow

1. Quick summary of the QEP
2. Review of Academic Year 2010
 - Phase 1 educational interventions
 - Phase 2 educational interventions
 - AU-wide support efforts
3. Plans and recommendations for Academic Year 2011
 - Overall plans/recommendations
 - Phase 1 educational plans/recommendations
 - Phase 2 educational plans/recommendations
 - AU-wide support plans/recommendations
4. Conclusion and decisions



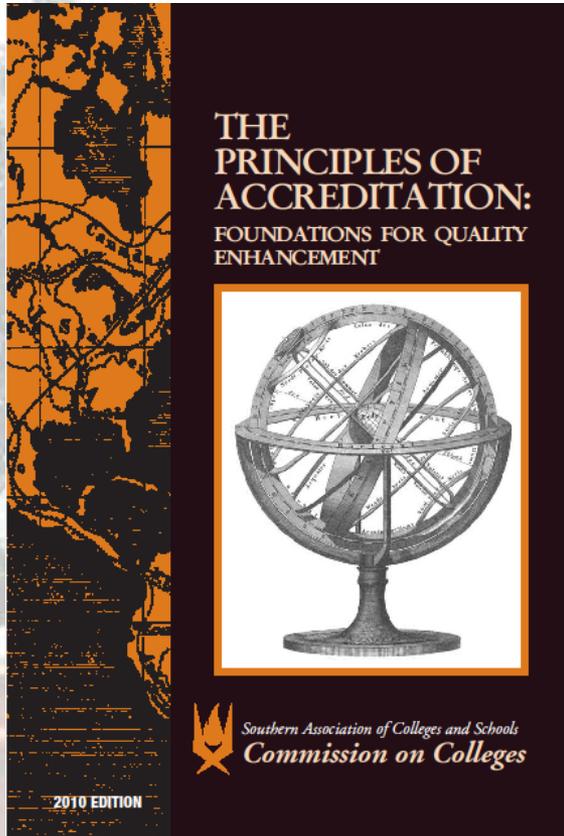
1. Brief Review of the Quality Enhancement Plan (QEP)

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What is a QEP?

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“The Quality Enhancement Plan (QEP) is a component of the accreditation process....

The QEP describes a carefully designed and focused course of action that addresses a well-defined topic or issue(s) directly related to **enhancing student learning.**”

Evaluation criteria:

1. focused & relevant topic
2. clear goals
3. adequate resources
4. evaluation strategies
5. community support



Picking the Topic of AU's QEP



Develop America's Airmen Today ... for Tomorrow

Culture

We live culturally

Region

**We live in
regions**

Language

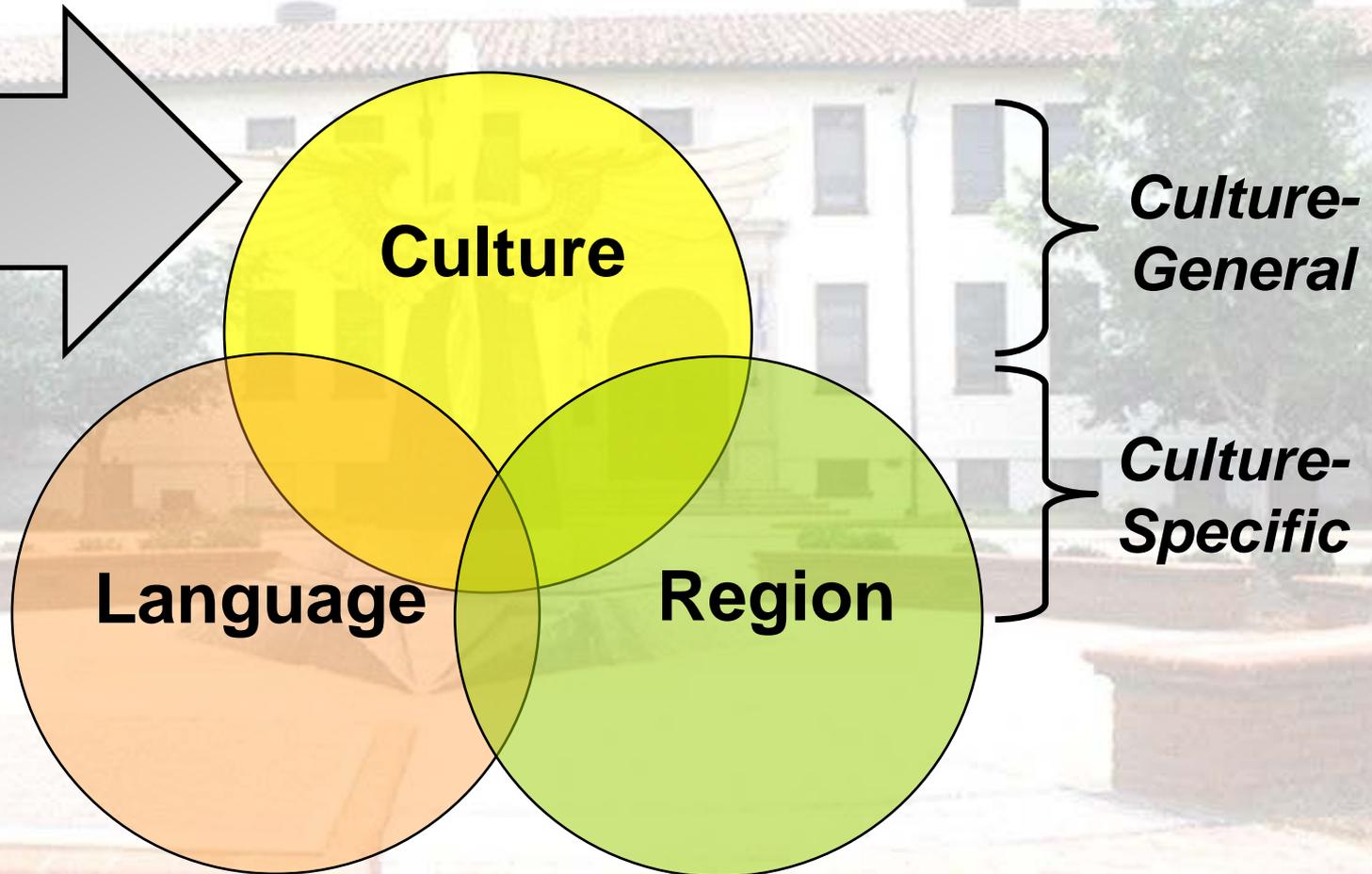
**We communicate partially
through
language**



The Topic of AU's QEP



Develop America's Airmen Today ... for Tomorrow





Operationalizing the Topic



Develop America's Airmen Today ... for Tomorrow

Cross-Cultural Competence (3C)

“The ability to quickly and accurately comprehend, then appropriately and effectively act, in a culturally complex environment to achieve the desired effect –

– culture-general –

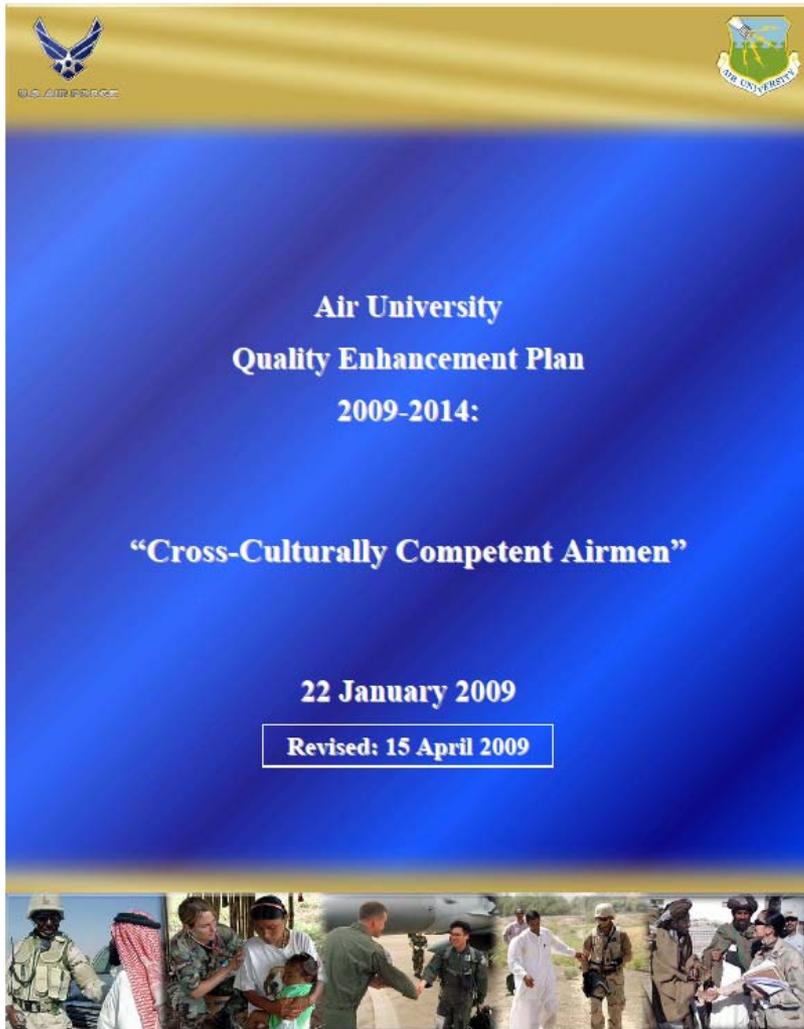
without necessarily having prior exposure to a particular group, region or its language.”



The Broad Goals of AU's QEP



Develop America's Airmen Today ... for Tomorrow



Vision: Cross-culturally competent Airmen of all ranks and occupational specialties.

Mission: ✓ Create and implement a scientifically sound and institutionally sustainable plan to develop and assess cross-cultural competence across the entire Air Force continuum of education.

How – in 3 parts...



How – part 1: Lines of Activity



Develop America's Airmen Today ... for Tomorrow

1. Curriculum design, development & delivery
2. Assessment of student learning outcomes
3. Faculty/staff development & recruitment
4. Research & publication/ acquisition of learning resources

Reported

**School
-by-
school**

**AU-
wide**



How – part 2:



Phased Curriculum Roll-Out

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Phase I (AY 10 & 11)

Phase II (AY 12 & 13)

<p>Officer Training School Produce leaders for the Air Force</p>	<p>Squadron Officer College Expeditionary leadership</p>
-----------------------------------------------------------------------------	---------------------------------------------------------------------

<p>Air Command & Staff College Operational leadership of Air & Space Forces in Joint/ Combined Operations</p>

<p>Air War College Strategic leadership in joint, inter-agency multinational environments</p>



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<p>Community College of the Air Force Award job-related degrees to enhance readiness, aid recruiting & retention, and support career transition</p>

<p>Senior NCO Academy Prepare senior noncommissioned officers to lead the enlisted force</p>



How – part 3:



Student Learning Outcomes (SLOs)

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SLOs	CONSTRUCT	ASSESSMENT METHOD
1. Declarative Knowledge	<ul style="list-style-type: none"> ➤ Cultural Concepts ➤ Domains of Culture 	<ul style="list-style-type: none"> ➤ Multiple choice tests ➤ Case studies
2. Procedural Knowledge	<ul style="list-style-type: none"> ➤ Communicating ➤ Negotiating ➤ Relating 	<ul style="list-style-type: none"> ➤ Simulations ➤ Situational Judgment Tests ➤ Self-Report Measures ➤ Case Study Responses
3. Attitude	<ul style="list-style-type: none"> ➤ Openness to Learning ➤ Cultural Relativism ➤ Empathy ➤ Acceptance of Lack of Closure ➤ Motivation ➤ <i>3C Predispositions</i> 	<ul style="list-style-type: none"> ➤ Pre-Post Tests ➤ Self-Report Measures ➤ Instructor BARS Evaluations ➤ Posting Participation ➤ Intercultural Development Inventory (IDI)
4. Application	<ul style="list-style-type: none"> ➤ Ability to Apply ➤ Opportunity to Apply ➤ Willingness to Apply 	<ul style="list-style-type: none"> ➤ Pre-Post Tests ➤ Longitudinal Self & Supervisor Evaluations



2. Academic Year 2010 of the Quality Enhancement Plan (QEP)

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AY 10 – Phase 1: Summary



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SLO	Community College of the Air Force	Officer Training School	Squadron Officer College
1 Declarative Knowledge	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)
2 Procedural Knowledge	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)
3 Attitudes	[III] Pre/post IDI (12 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)
4 Application	[IV] Student surveys of the utility of knowledge and skills @ end of course (70% of students report "4"+); Graduate survey on utility of knowledge and skills @ 6 mos. (80% of students report "4"+); Supervisor survey on utility of graduates' knowledge and skills @ 6 mos. (70% of supervisors report "4"+)	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score "4"+)	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)



AY 10 – Phase 1: CCAF



Develop America's Airmen Today ... for Tomorrow

Curriculum

- 15 culture-general module DL course
- 3 credit hours fulfilling social science requirement
- Systematic instructor-to-student coaching methodology for affective and declarative development

Professional Development

- Pre-course instructor development and calibration summit conducted by CLC faculty
- Weekly instructor teleconferences for sharing best practices
- 3C SME coach for instructors to accelerate student learning

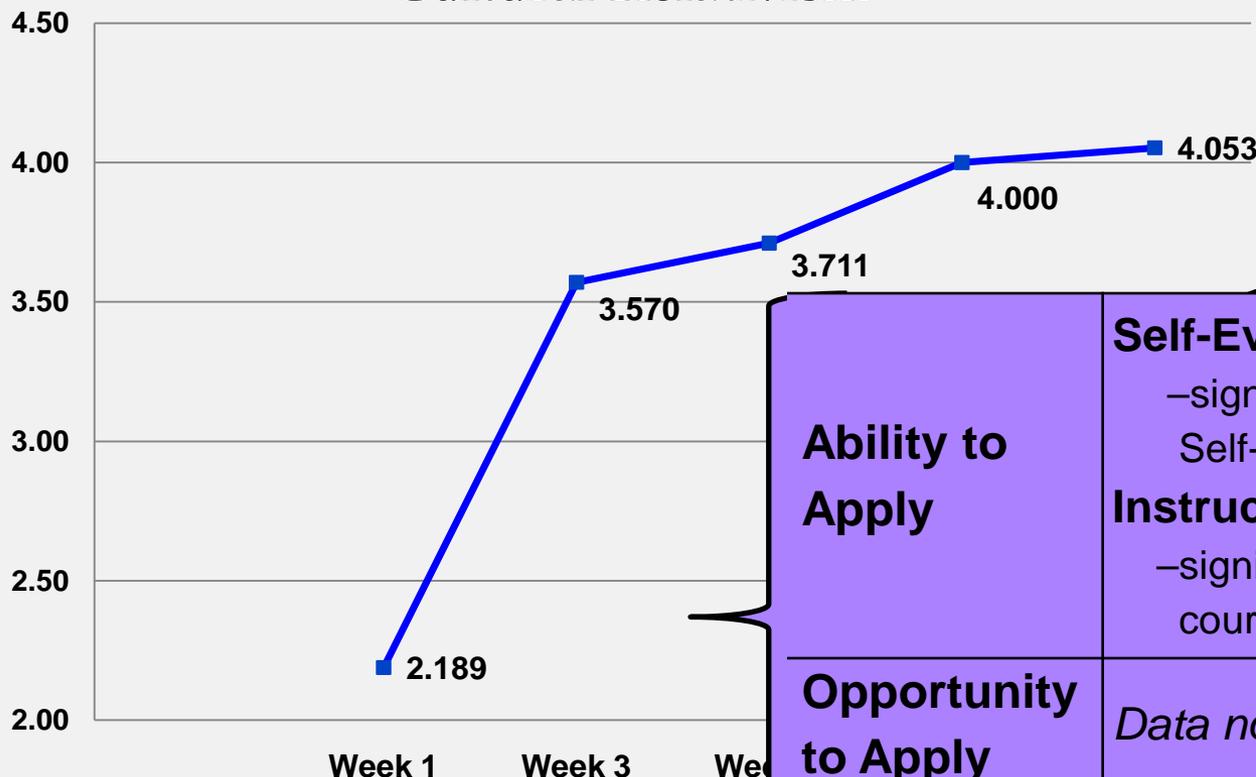


AY 10 – Phase 1: CCAF Assessment



Develop America's Airmen Today ... for Tomorrow

Instructor-Rated Attitude: Cultural Relativism



se
se in declarative
iterations
ses in:

Ability to Apply

Self-Evaluations:

–significant increase in Intercultural Self-Efficacy, Relating & Influencing

Instructor Evaluations:

–significant increase over length of course **GRAPH**

Opportunity to Apply

Data not available at this time

Willingness to Apply

No significant change

Note: Values drawn from Fall 09 course

Student comments



AY 10 – Phase 1: OTS



Develop America's Airmen Today ... for Tomorrow

Curriculum

- 6 instructional hours integrated into BOT and AMS
- 3 culture-general modules
- Regional culture-specific modules

Professional Development

- Revised In-Service Training (IST) Sessions
- 3C Testing Review Boards
- Inclusion of 3C to Academic Instructor Course (AIC) curriculum
- Also see AU-wide FD



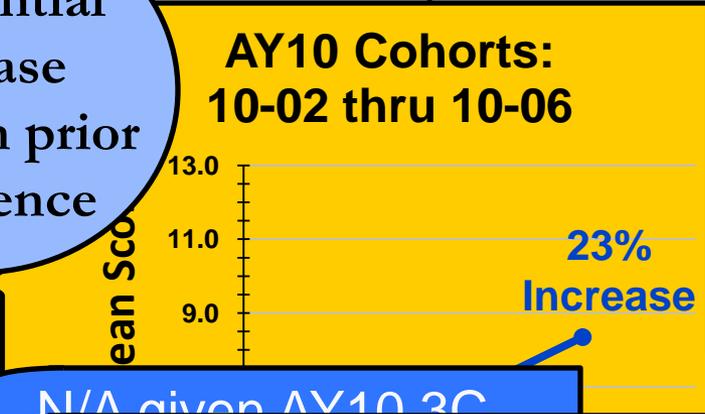
AY 10 – Phase 1: OTS Assessment



Develop America's Airman

SLO	Officer Training School
1 Declarative Knowledge	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)
2 Procedural Knowledge	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)
3 Attitudes	[III] Pre/post IDI (8 point gain in instructor profile); Rubric-guided assessment of discussions (70% of students score "4" +)
4 Application	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score "4" +)

Differential increase based on prior experience



Significant increase in post-course 3C knowledge across all AY10 cohorts using OTS CWTs

N/A given AY10 3C

Longitudinal increases across cohorts due to instructor development

Significant increases in:

- Active Flexibility
- Openness to Learn about other

Opportunity to Apply	Significant increases <ul style="list-style-type: none"> -Intercultural Self-Efficacy -Relating & Communicating Self-Evaluations
Willingness to Apply	N/A
	Significant decrease <ul style="list-style-type: none"> -Perceived Necessity of 3C



AY 10 – Phase 1: SOC



Develop America's Airmen Today ... for Tomorrow

Curriculum and Assessment

- **CGO-Leadership Program:**
 - 3C is focus of Expeditionary Leadership Course (Units 3-7)
 - Developed 3C reader and 2 scenario-based assessments
- **ASBC:**
 - Created & implemented 190 min of 3C lessons/discussion
- **SOS:**
 - Created & implemented 360 min of 3C lessons/disc./activities
 - Includes 2 ½ hr Cultural Leadership Exercise

Professional Development

- Over a dozen 60-90 min flight commander training sessions
- Also see AU-wide FD



AY 10 – Phase 1: SOC Assessment



Develop America's Airmen Today ... for Tomorrow

SLO	Squadron Officer College
1 Declarative Knowledge	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)
2 Procedural Knowledge	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)
3 Attitudes	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)
4 Application	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)

- Self-check multiple choice quizzes
- Pre/post exams

- Affective pre/post IDI
- IDI

- Scenario-Based Assessment (SBA)
 - Student Reactions
 - Self-Assessments

Pilot administration course launched January 2010 & has not generated sufficient data for analysis



AY 10 – Phase 2: Summary



Develop America's Airmen Today ... for Tomorrow

SLO	Senior NCOA	Air Command & Staff College	Air War College
1 Declarative Knowledge	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement)	[I] Take-home exam of declarative knowledge (performance measure to be determined)	[I] To be determined
2 Procedural Knowledge	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement)	[II] To be determined	[II] Negotiations exercise (performance measure to be determined)
3 Attitudes	[III] Post-course IDI (100 point group total score)	[III] Post-course IDI (100 point group total score)	[III] Post-course IDI (100 point group total score)
4 Application	[IV] N/A	[IV] In-class presentation applying culture-general concepts to specific regional issues (performance measure to be determined)	[IV] Rubric-guided assessment of capstone regional studies trip paper (performance measure to be determined)



AY 10 – Phase 2: SNCOA



Develop America's Airmen Today ... for Tomorrow

Curriculum and Assessment

- 3-hour 3C “Cultural Awareness” lesson integrated into Joint Warfighter Course
- Multi-method approach (*multiple choice tests, experiential learning exercises, case analyses, instructor evaluations, etc*)
- Refining & developing 3C simulations & situational judgment tests

Professional Development

- Formal 3C In-Service Training (IST) on 3C model, lesson concepts/principles, delivery methods and calibration
- Also see AU-wide FD



AY 10 – Phase 2: ACSC



Develop America's Airmen Today ... for Tomorrow

Curriculum and Assessment

- The “Regional and Cultural Studies” core course was modified:
 - Curriculum was mapped to QEP SLOs
 - Phase II added, incorporating 3C and a simulation
 - Take-home exam and graded regional case study retained
- CLC offered four electives in CC Negotiations & Relations

Professional Development

- Enhanced faculty professional development via 3C workshop
- Also see AU-wide FD



AY 10 – Phase 2: AWC



Develop America's Airmen Today ... for Tomorrow

Curriculum and Assessment

- Revision of culture content in Joint Strategic Leadership (JSL) course – 3 IPs directly incorporate culture
- Addition of culture to JSL negotiations exercise
- Pilot of elective course. Not executed due to CLC priorities.
- Culture has been included in 3 of 4 Regional and Cultural Studies DLOs (SLO 4)
- SLOs: 1, 2c, 3a

Professional Development

- Culture and Language center led faculty workshop for Dept of Leadership and Strategy
- Negotiations workshop



AY10 – AU-Wide: Learning Resources, Research & Outreach



Develop America's Airmen Today ... for Tomorrow

Learning resources

- **MSFRIC – FY10 (to date):**
 - Nearly \$20K from QEP budget – doubled the collection
 - 3 new journals, 24 journal renewals, 72 books, 3 databases
 - **Likely the finest culture-related collection in DoD**
- **Website:** updated and moved to Maxwell server (ASAP)
- **Contract report of exercises/simulations/role-plays (Fall)**

Research and outreach

- Exportable 3C modules to other PCE institutions (e.g. JAG)
- Shaped direction of 3C research in academic community
- Dozens of conference presentations and publications
- Support to/from A1DG (e.g., Flight Plan)



AY 10 – AU-Wide: Professional Development & Specialized Faculty



Develop America's Airmen Today ... for Tomorrow

Lesson Learned

- Faculty development generally works best when conducted by individual schools, with some exceptions ...

Summer Institute for Inter-Cultural Communication (SIIC)

- 2009 – sponsored seven AU faculty to attend (2xSNCOA; 1xOTS; 1xSOC; 2xACSC; 1xCLC)
- 2010 – sponsored nine AU faculty to attend (2xSNCOA; 1xOTS; 1xSOC; 2xACSC; 3xCLC)

New specialized 3C faculty

- Three new AU faculty members started in Summer 2009 (*assessment, cross-cultural communication & relations*)
- Two new AU faculty members started in Summer 2010 (*cultural geography & organizational comm. – pending*)



AY 10 – AU-Wide: Consultation & Coordination



Develop America's Airmen Today ... for Tomorrow

AU Culture Council

- Reps from AU schools meet approx. monthly during AY
 - Covers a variety of topics other than the QEP
- Much of the consultation is 1-on-1/inter-personal
- Room for improvement



**3. Academic Year 2011 of the
Quality Enhancement Plan (QEP)**

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AY 11 – Proposed Changes to Overall QEP



Develop America's Airmen Today ... for Tomorrow

- **Inclusion of additional schools**
 - NCO Academy (Phase 2 school – assess locally)
 - International Officer School (feeder program)
- **Sequencing of learning across the COE**
 - Better define what 3C looks like for all ranks
(tactical → strategic // interpersonal → organizational)
- **Increase attention to procedural knowledge (skills)**
 - Expand from “knowing what” to “knowing how”
- **Modification of assessment techniques/instruments**
 - Employ more reliable and applicable attitudinal measures



AY 11 – Phase 1: CCAF



Develop America's Airmen Today ... for Tomorrow

Curriculum

- Retain basics of 3 semester hour lower-division undergraduate DL curriculum
- Challenge 1: increase efficiency and sustain effectiveness
- Challenge 2: retain students in the absence of any “sticks”
- Unsure if we can “have it all,” or what trade-offs we may face (thruput, outcomes, etc.)

Revisions

- Fall 10: course is off-line for total redevelopment
- Two new versions: hybrid/flex and self-guided
- Revising work load in-line with civilian 101 courses
- Increase interactivity and applicability to Airmen
- More emphasis on SLO II and re-frame using OODA loop

Professional Development

- Continue instructor calibrations
- Certification in BlackBoard and other e-instructional tools



AY 11 – Phase 1: OTS



Develop America's Airmen Today ... for Tomorrow

Curriculum

- Continue with in-residence efforts
- Implement 6-hour 3C course at 144 AFROTC detachments

Revisions

- Removal of SLO II & revision of SLO IV requirements
- Integration & revision of 3C pre-post test items into Comprehensive Written Test
- Remote administration of pre-/post- affective tests

Professional Development

- Web-based 3C development orientation for ROTC instructors
- Creation of additional 3C lesson library resources
- Expand 3C expertise (see AU-wide FD)



AY 11 – Phase 1: SOC



Develop America's Airmen Today ... for Tomorrow

Curriculum

- 2 New Avatar-Driven SBA's integrated into Expeditionary Leadership course
 - *Expedition to Ecouteria* and *Crisis in Cordillera*
- New behavioral measures of 3C procedural skills (SLO II)
 - Cross-Cultural Negotiation & Communication

Revisions

- Shift emphasis from CGO-LP to in-residence courses (enhanced assessment)
- Revision and expansion of the Cultural Leadership Exercise (CLX)

Professional Development

- Continued emphasis on Flight Commanders
- Reinforce 3C expertise and partnership with CLC



AY 11 – Phase 2: SNCOA



Develop America's Airmen Today ... for Tomorrow

Curriculum

- Expansion of 3C Lesson—include Culture-General, Communication, and negotiation modules
- Cultural “Trip Report” Assignments
- Experiential exercises

Revisions and Assessment

- Revision of LP
- Development of new 3C assessment measures
- Utilization of AU 3C SMEs

Professional Development

- Continue ISTs
- Expand partnership with CLC
- Continue AU-wide PD opportunities



AY 11 – Phase 2: ACSC



Develop America's Airmen Today ... for Tomorrow

Curriculum and Assessment

- Minimal changes to Regional and Cultural Studies course
 - Course director will address 3C in introductory lecture
 - Begin development of performance measure prior to AY12
- CLC will offer three electives (one co-taught w/ Associate Dean)

Professional Development

- Two mandatory workshops (1xcomm; 1xnegotiation) for Regional and Cultural Studies course faculty
- Direct interface between CLC and Regional and Cultural Studies course director
- Considering voluntary workshop for other ACSC faculty and opportunities with Warfighting Department
- Proposed faculty brown bag fora



AY 11 – Phase 2: AWC



Develop America's Airmen Today ... for Tomorrow

Curriculum and Assessment

- Improvement of culture content in leadership and negotiations
 - CLC helped to upgrade 3 IPs
- Regional and Cultural Studies
 - Include cultural and historical landscape as required for all seminars
- Added CLC elective – Cultural Tools and Perspectives for Senior Leaders

Professional Development

- Continued workshops sponsored by CLC to prepare faculty for cultural exercises
- International Studies Association for DEI faculty
- Culture general/culture specific research



AY11 – AU-Wide: Learning



Resources, Research & Outreach

Develop America's Airmen Today ... for Tomorrow

Learning Resources

- \$25K set-aside from CLC for MSFRIC acquisitions
- Explore funding options to revise ROTC 3C reader as supplement OTS regional, culture-specific textbook resources
- CLC faculty collaborating on an edited volume regarding 3C
- Integrate more simulations/exercises (from contract report)

Research & Outreach

- Awaiting USAFA IRB approval for *Cultural Studies Project*
- Urgent R&D need: 3C Performance Model (*who does what with 3C down range?*) to better sequence and tailor curriculum



AY 11 – AU-Wide: Professional Development & Specialized Faculty



Develop America's Airmen Today ... for Tomorrow

Advanced professional development

- Continue/expand AU participation in the Summer Institute for Intercultural Communication
- Explore additional venues (e.g., PON and SIT)
- Potential to run a mini-Institute at AU in Jul 11

Specialized faculty

- One new AD hire projected in AY11
- One-two AD replacement hires projected in AY11
- ***Subject matter expertise is CLC's major limiting factor***



AY 11 – AU-Wide: Consultation & Coordination



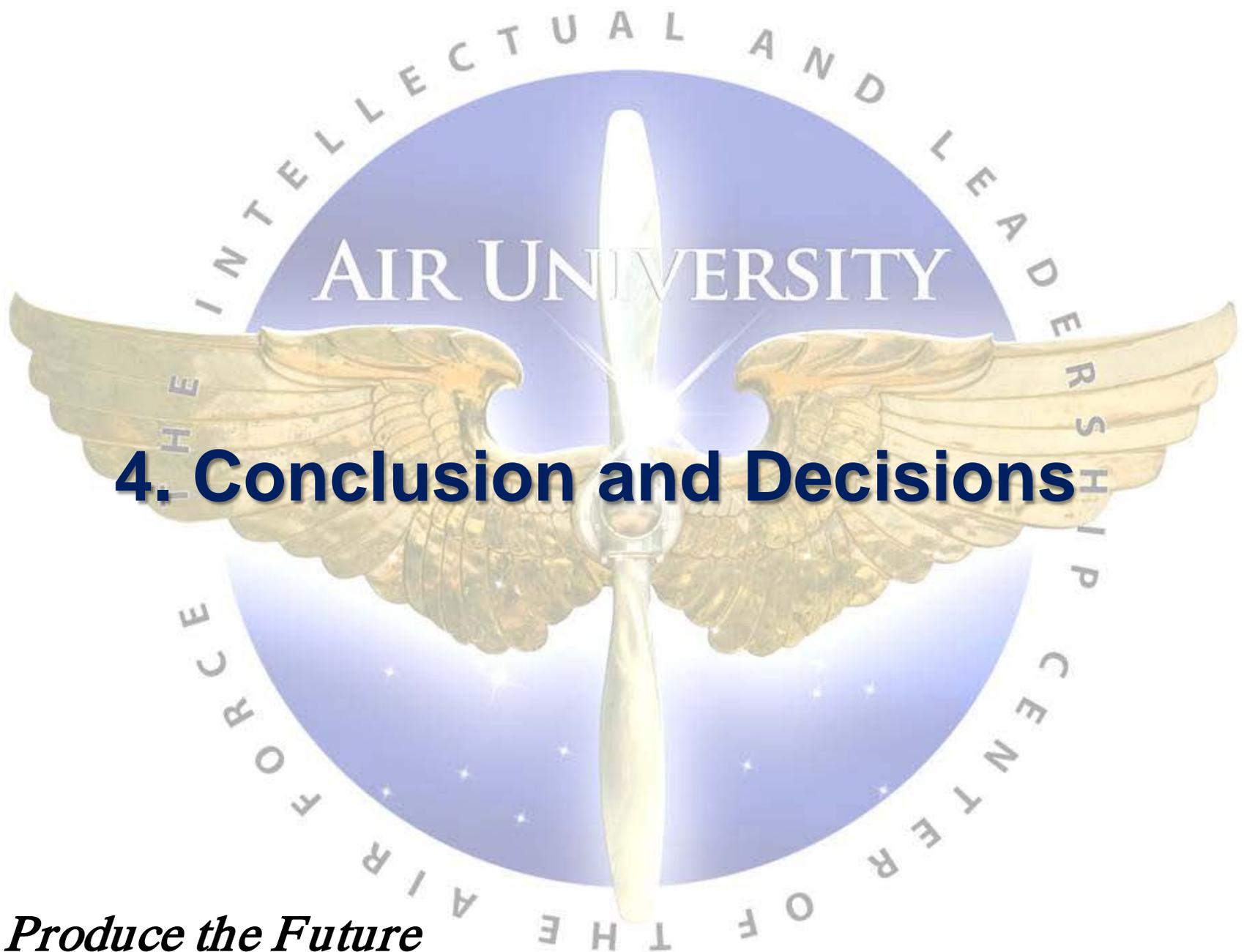
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AU Culture Council

- Request Schools' QEP POCs be their Council Reps
- Increasingly use Council to coordinate the QEP

Advice from Senior Scholars

- Contact with external academics has been useful but ad hoc
- Increasingly civilian scholars are looking to partner with us to address/explore “sticky problems” around 3C
- Many bring their own funding – sabbaticals, grants, etc.
- In turn, they spread the good word about our efforts
- Propose creating an unpaid QEP advisory panel of senior civilian scholars to better harness/inform academia



4. Conclusion and Decisions

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Decisions



Develop America's Airmen Today ... for Tomorrow

1. Include NCOA in Phase 2
2. Include IOS as feeder school
3. Replace the Intercultural Development Inventory (IDI) with other affective assessment techniques
4. Use the 1st AU Culture Council meeting in early Sep to revise QEP targets (Annex P) for AY11 and submit to CF for review
5. Increase emphasis on developing and assessing SLO II (procedural knowledge)
6. Schedule Feb 11 update to AU/CC on revisions to the Introduction to Culture Course
7. Re-focus SOC efforts on in-residence SOS
8. Partner with AFRL to develop 3C performance model
9. Create a QEP advisory panel of senior civilian scholars



Questions?

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The Intellectual and Leadership Center of the Air Force

We Make A Difference ...

One Student at a Time

One Faculty Member at a Time

One Idea at a Time

