



THE AIR UNIVERSITY



Educational Program Review

AU Quality Enhancement Plan:
“Cross-Culturally Competent Airmen”

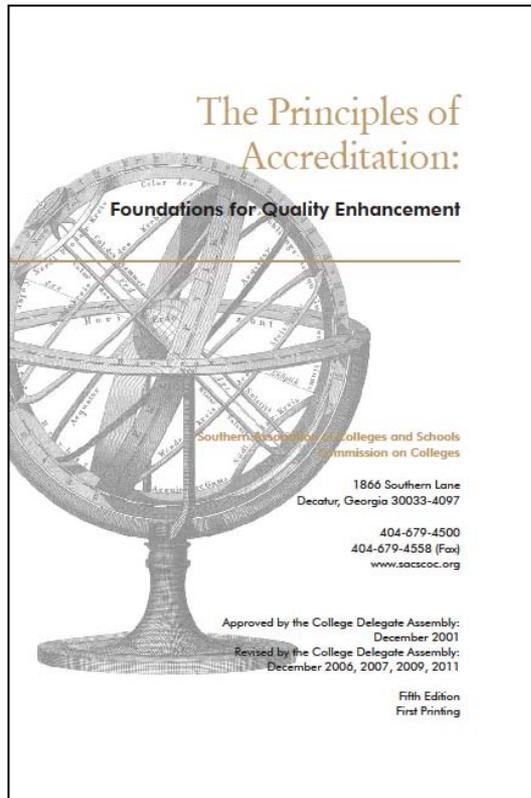
AY12 Execution // AY13 Plans

29 August 2012

Current as of: 29 Aug 12 @ 11:00



Purpose of the QEP



“The Quality Enhancement Plan (QEP) is a component of the accreditation process.... The QEP describes a carefully designed & focused course of action that addresses a well-defined topic or issue(s) directly related to **enhancing student learning.**”

Schools select their own focus.

SACS then evaluates the Plan on:

1. Topic
2. Goals
3. Resources
4. Assessment
5. Involvement



Purpose of AU QEP EPRs



“Report of the Reaffirmation Committee” – 4 Mar 09

“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 & 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.”



Bottom Line Up Front



1. AY12 = Year 3 = Start of Phase II = full implementation
2. Breadth of implementation is impressive (10 programs)
3. Curriculum is in place; can refine & better link to SLOs
4. We need fixed targets & can increase SLO-based assessment
5. Additional professional development is easy/high ROI
6. Learning resources are solid & on upward vector
7. Opportunity to align QEP with increased emphasis on B/DL
8. AY13 = Year 4 = critical implementation (FYIR/IS)
9. AU QEP is the [foundation of AF LRC career-long learning](#)



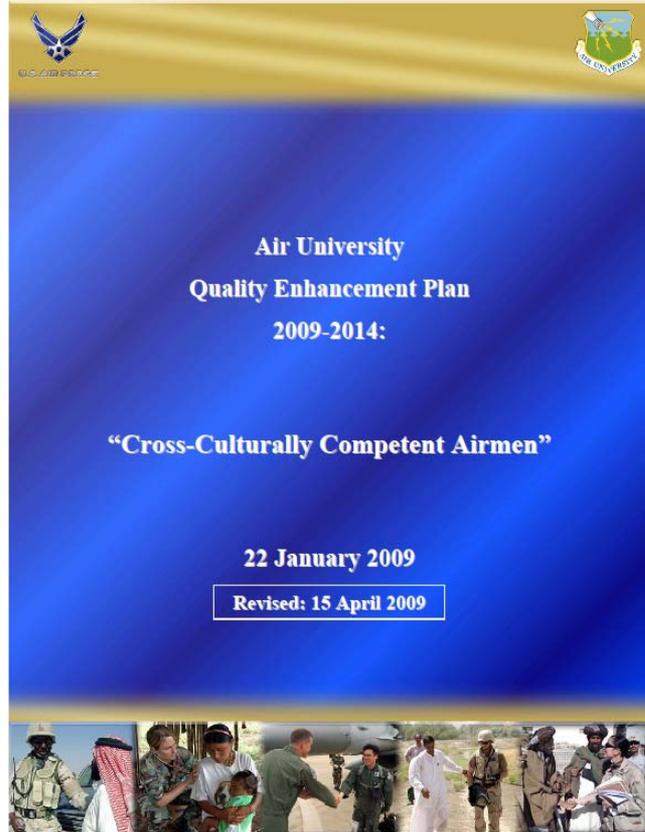
Agenda



1. Brief recap of AU's QEP
2. Detailed review of AY12 & changes for AY13:
 - Summary: overview, curriculum & assessment
 - Phase I Schools: CCAF (ITC), OTS & SOS
 - Phase II Schools: CCAF (CCC), NCOA, AFSNCOA, ACSC, AWC, IOS & Fellows Program
 - AU-Wide: specialized faculty, professional development, learning resources, outreach & consultation/governance
3. AU Fifth Year Interim Review & QEP Impact Study
4. Recommendations & decisions for AY13



Brief Recap of AU's QEP



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

Mission: Create & implement a scientifically sound & institutionally sustainable plan to develop & assess cross-cultural competence across *Air University's* continuum of education.



Defining the Topic



Cross-Cultural Competence (3C)

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



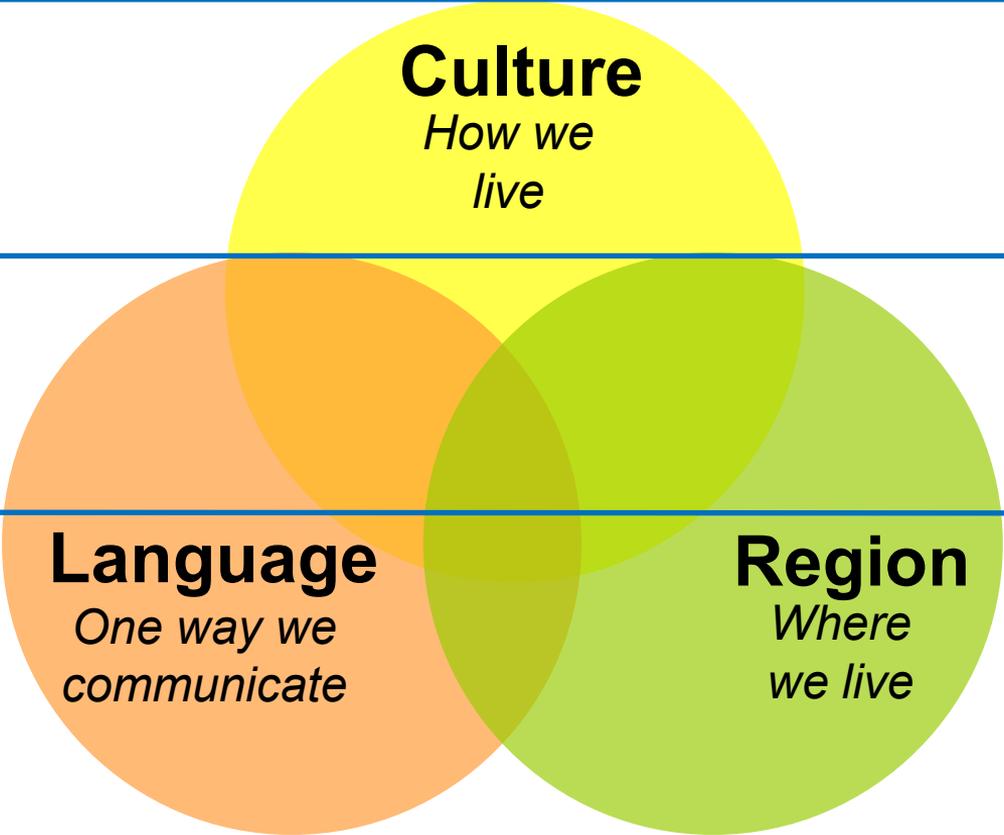
Conceptualizing 3C



Primary emphasis of QEP

Secondary emphasis of QEP

~~Not an emphasis of QEP~~

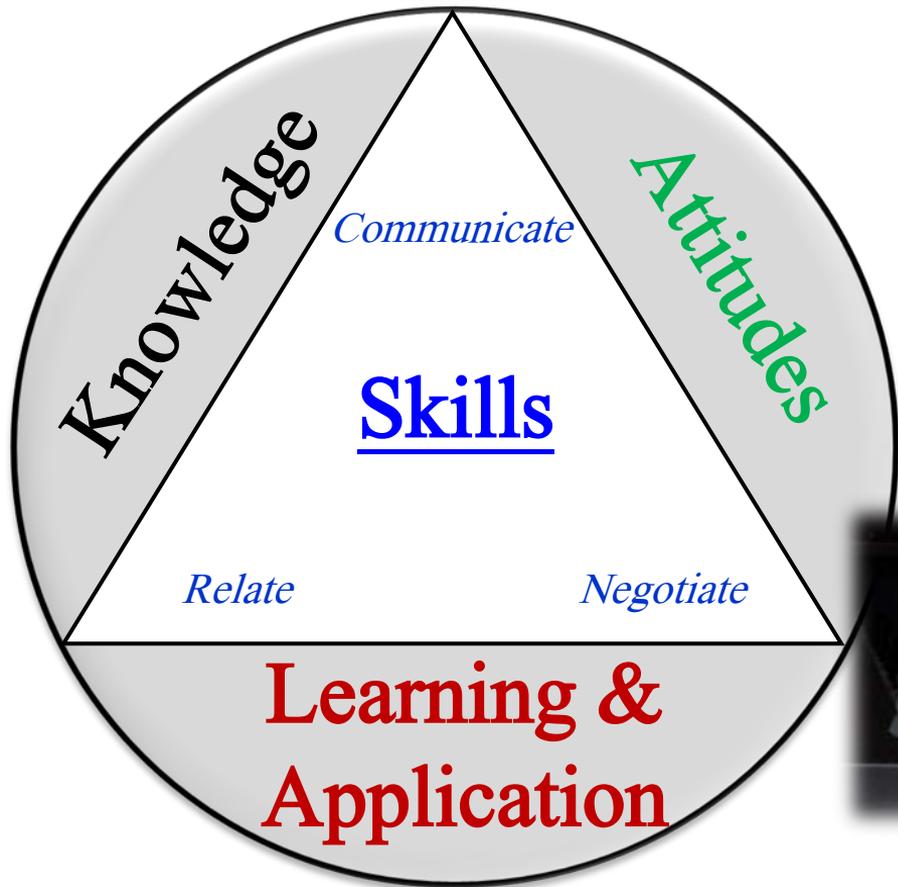


Culture-General

Culture-Specific



Components of 3C





Assessment of Student Learning Outcomes (SLOs)



SLOs	Topics	Assessment Techniques
1. Knowledge (Declarative)	<ul style="list-style-type: none">➤ Cultural concepts➤ Domains of culture	<ul style="list-style-type: none">➤ Multiple choice tests➤ Pre/Post tests➤ Case studies/narratives
2. Skills (Behaviors and/or Procedural Knowledge)	<ul style="list-style-type: none">➤ Communication➤ Negotiation➤ Relations	<ul style="list-style-type: none">➤ Pre/Post tests➤ Scenario-based measures➤ Self-report measures
3. Attitudes	<ul style="list-style-type: none">➤ Openness to learning➤ Perspective taking/relativism➤ Willingness to apply➤ Motivation	<ul style="list-style-type: none">➤ Pre/Post tests➤ Self-report measures➤ Wiki participation➤ COTS instruments
4. Application (in Novel Contexts)	<ul style="list-style-type: none">➤ Ability to apply in educational environments➤ Ability to apply in operational environments	<ul style="list-style-type: none">➤ Situational Judgment Tests➤ Case studies➤ Simulations/exercises➤ Supervisor evaluations➤ Follow-on surveys/interviews



Primary Lines of Activity



0. Define the domain (at all stages of a career)
1. Curriculum design, development & delivery
2. Assessment of student learning outcomes
3. Faculty/staff development & recruitment
4. Publish & acquire learning resources



Schools' Inclusion in the QEP



Phase I:
(AYs 10 & 11)

Phase II:
(AYs 12 & 13)



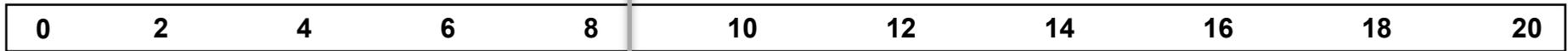
Officer Training School
- *Basic Officer Tng.*

Squadron Officer School

Air Command & Staff College

Air War College

AF Fellows Program (EPR 2)



Community College of the Air Force
- *Introduction to Culture*
- *C-C Comm. (EPR 2)*

NCO Academy
(EPR 1)

Senior NCO Academy



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AY12 Implementation Summary



- Stage 0:** No action required
- Stage 1:** Needs assessment or initial curriculum & assessment
- Stage 2:** Expand/revise curriculum & assessment
- Stage 3:** Sustain/improve curriculum & assessment

AY12	Stage 0 (prepare)	Stage 1 (assess/infuse)	Stage 2 (expand/revise)	Stage 3 (sustain/improve)
Phase I Schools			<ul style="list-style-type: none"> • SOS • OTS • CCAF (ITC) 	
Phase II Schools		<ul style="list-style-type: none"> • AWC ‡ AF Fellows 	<ul style="list-style-type: none"> • ACSC • AFSNCOA * IOS * NCOA ‡ CCAF (CCC) 	



AY 12 – Phase I Schools: SLO-based Curriculum Status



Schools <i>SLOs</i>	Community College of the AF (ITC)	Officer Training School (BOT)	Squadron Officer School
<i>1 Declarative Knowledge (Concepts)</i>	Exists	Exists	Exists
<i>2 Skills (Procedural Knowledge)</i>	Exists	Absent	Exists
<i>3 Attitudes</i>	Exists	Exists	Exists
<i>4 Application (in Novel Contexts)</i>	Exists	Absent	Exists

Key: Exists Partial Absent In Progress N/A



AY 12 – Phase I Schools: SLO-based **Assessment** Status



Schools	Community College of the AF (ITC)	Officer Training School (BOT)	Squadron Officer School
<i>1 Declarative Knowledge (Concepts)</i>	Yellow	Green	Blue
<i>2 Skills (Procedural Knowledge)</i>	Green	White	Blue
<i>3 Attitudes</i>	Green	Blue	Grey
<i>4 Application (in Novel Contexts)</i>	Grey	White	Blue

Key: Met/exceeded target Close to target Missed target Data but no target In Progress N/A



AY 12 – Phase II Schools: SLO-based Curriculum Status



Schools <i>SLOs</i>	Community College of the AF (CCC)	NCO Academy	Senior NCO Academy	Air Command and Staff College	Air War College	International Officer School	AF Fellows Program
<i>1 Declarative Knowledge (Concepts)</i>							
<i>2 Skills (Procedural Knowledge)</i>							
<i>3 Attitudes</i>							
<i>4 Application (in Novel Contexts)</i>							

Key: Exists Partial Absent In Progress N/A



AY 12 – Phase II Schools: SLO-based Assessment Status



Schools <i>SLOs</i>	Community College of the AF (CCC)	NCO Academy	Senior NCO Academy	Air Command and Staff College	Air War College	International Officer School	AF Fellows Program
<i>1 Declarative Knowledge (Concepts)</i>	Met/exceeded target	Data but no target	Data but no target	Data but no target	Data but no target	Data but no target	Data but no target
<i>2 Skills (Procedural Knowledge)</i>	Met/exceeded target	In Progress	In Progress	Data but no target	Data but no target	Data but no target	Data but no target
<i>3 Attitudes</i>	Met/exceeded target	Data but no target	Data but no target	Data but no target	Data but no target	Data but no target	Data but no target
<i>4 Application (in Novel Contexts)</i>	In Progress	Data but no target	Data but no target	Data but no target	Data but no target	Data but no target	Data but no target

Key: ● Met/exceeded target ● Close to target ● Missed target ● Data but no target ● In Progress ○ N/A



– Reporting Template –

Phase: School



AY12 Curriculum:

- Summary: contact hours & where
- Students: thruput & iterations
 - *SLO 1*: knowledge taught
 - *SLO 2*: skills taught
 - *SLO 3*: attitudes developed
 - *SLO 4*: application opportunities

AY12 Professional Development:

- FD/PD/IST/etc. for:
 - Instructors
 - Curriculum developers
 - Staff

AY12 Assessment:

[More](#)

- Summary: did we hit our targets?
- Process improvements: closed loop process
 - *SLO 1*: results (*target*)
 - *SLO 2*: results (*target*)
 - *SLO 3*: results (*target*)
 - *SLO 4*: results (*target*)
 -
 -

AY13 Changes:

- *Curriculum*: revisions/updates
- *Assessment*: revised targets/methods
- *Prof. Dev.*: plans/requests



Phase I: CCAF (Introduction to Culture)



AY12 Curriculum: ([Next Gen BlackBoard DL](#))

- [12 lessons](#), 45 contact hours, 2 iterations
- Students: 1,550 enrolled, 965 completed (62%) & 784 passed (81%)
 - **SLO 1**: foundational culture knowledge
 - **SLO 2**: cc communication; cc OODA loop
 - **SLO 3**: willingness to engage; behavioral flexibility; self-efficacy
 - **SLO 4**: scenarios & capstone

AY12 Professional Development:

- Instructorless/AFCLC prof. of record: DL PD
- Limiting factor is student support
- Quarterly briefings to Educational Service Officers & at DoD World-Wide Education Symposium in Summer 12

AY12 Assessment:

[More](#)

- Met 2 targets, close on 1 (fixed), 1 pending
- Tweaked course to balance challenge/reward
 - **SLO 1**: pre/post +24% (+30%)
 - **SLO 2**: skills self-report +94% (90% pos.)
 - procedural knowledge +14%
 - **SLO 3**: 11/12 scales (*stat significant change*)
 - **SLO 4**: 8 SJTs: 78% responded optimally (analysis ongoing to set AY13 target)

AY13 Changes:

- **Curriculum**: Routine mods. (content/readings); further integrate scenarios into lessons
- **Assessment**: Update test items (student performance); SJT construct validation/targets
- **Prof. Dev.**: TBD (support BL innovations)



Phase I: OTS (BOT)



AY12 Curriculum:

- Overview: 6 hrs (1 hr stage lecture; 5 hr FR discussions in 2 parts)
- Students: 678 students; 7 classes (partial data)
 - **SLO 1:** need; culture shock; cultural domains
 - **SLO 2:** n/a
 - **SLO 3:** willing to engage; perceived 3C; flex./adaptability; perspective taking
 - **SLO 4:** n/a

AY12 Professional Development:

- Lost organic expertise (Mr Hammonds)
- Specialized faculty conducted classroom observation (examining cultural domains)
- Sent one curriculum developer to off-site PD

AY12 Assessment:

- Overview: mixed methods (surveys & tests)
 - **SLO 1:** pre/post +40% (+30%)
 - **SLO 2:** n/a
 - **SLO 3:** 3/4 scales stat. significant pos. change
(not “perspective taking”)
 - piloted IES (next slide = prelim. results)
 - **SLO 4:** n/a

AY13 Changes:

- **Curriculum:** leverage ITC to revise AY14 courseware; add SLO 2 (cc communication)
- **Assessment:** revise SLO 1 & 3 measures; study greater use of IES; modify SLO 3 targets
- **Prof. Dev.:** expand IST & IQT



Intercultural Effectiveness Scale (IES) Summary Data



- 28 Officer Candidates from BOT 12-07 voluntarily took the IES
- Unlike the IDI, the IES provides students developmental feedback
- The IES measures three broad dimensions of 3C:
 - Learning about cultures (SLO 1)
 - Cross-cultural relationships (SLO 2)
 - Managing cultural stress (SLO 3)plus six sub-scales
- Preliminary results ...

Continuous learning	4.07 / 6.00
<i>Self awareness</i>	4.54 / 6.00
<i>Exploration</i>	3.93 / 6.00
Interpersonal engagement	3.54 / 6.00
<i>Global mindset</i>	4.29 / 6.00
<i>Relationship interest</i>	4.00 / 6.00
Hardiness	3.89 / 6.00
<i>Positive regard</i>	3.89 / 6.00
<i>Emotional resilience</i>	3.46 / 6.00

Preliminary data suggest students recommend the IES be used for BOT



Phase I: SOS



AY12 Curriculum:

- Overview: integrated to updated curriculum
- Students: 3,257 officers; 5 classes
 - *SLO 1*: 2 hrs culture general
 - *SLO 2*: 5 hrs gen. & 6 hrs cc negotiation
 - *SLO 3*: reactions to culture instruction
 - *SLO 4*: 1.5 hr CLX (w/ AFSNCOA)

AY12 Professional Development:

- Support on culture gen/cc comm curriculum
- Professional org development sessions
- AFCLC prep:
 - 1hr on negotiation for flight commanders
 - 1hr on CLX for flight commanders

AY12 Assessment:

- Overview: focused on residential program
 - *SLO 1*: assessed as part of SLO 4
 - *SLO 2*: assessed as part of SLO 4
 - *SLO 3*: [trend analysis across course](#)
 - *SLO 4*: rubrics developed; data not available

AY13 Changes:

- *Curriculum*: add stage lecture for SLO 1 & 3 x 1 hr electives
- *Assessment*: SLOs 1-4 pre/post assessment, rubrics & set targets
- *Prof. Dev.*: focus on prep. & assessment support to flight cdrs. (flight room & CLX)



Phase II: CCAF (Cross-Cultural Communication)



AY12 Curriculum: (BlackBoard DL)

- [12 lessons](#), 45 contact hours, 4 iterations (1-3)
- Students: 450 enrolled, 341 completed (76%) & 308 passed (90%)
 - **SLO 1**: cc-communication fundamentals
 - **SLO 2**: cc-communication how-to's
 - **SLO 3**: willingness to engage; behavioral flexibility; self-efficacy
 - **SLO 4**: applications & capstone ([VEST](#))

AY12 Professional Development:

- Instructorless/AFCLC prof. of record: DL PD
- Limiting factor is student support

AY12 Assessment:

[More](#)

- Exceeded 3 goals, 1 pending
- Process: wiki, revised q's, adaptive release
 - **SLO 1**: pre/post +31% (+30%)
 - **SLO 2**: skills self-reports 96% (90% pos.)
 - procedural knowledge 73% correct
 - **SLO 3**: 14/15 scales (*stat. significant change*)
 - **SLO 4**: SJT piloted, data gathered
(*analysis ongoing to set AY13 target*)

AY13 Changes:

- **Curriculum**: routine updates of readings & integration of non-CENTCOM capstone
- **Assessment**: validate [SJTs](#); wiki correlations
- **Prof. Dev.**: TBD (support BL innovations)



Phase II: NCOA



AY12 Curriculum:

- Overview: 13 hrs of content in 3 areas; also conducted needs analysis w/ AFCLC
- Students: 9,500 E-6s
 - **SLO 1:** OA03 CC Awareness
 - **SLO 2:** UM05 Negotiations
 - **SLO 3:** n/a
 - **SLO 4:** MC01 Communication/domain of US culture

AY12 Professional Development:

- n/a

AY12 Assessment:

- Overview: objective tests, perf. evals., matching, guided discussion & simulated situations
 - **SLO 1:** 30% increase pre/post obj. test
 - **SLO 2:** finalizing needs analysis
 - **SLO 3:** n/a
 - **SLO 4:** no SLO-based assessment at this time

AY13 Changes:

- **Curriculum:** based on final results of needs analysis
- **Assessment:** expand collaboration w/ AFCLC
- **Prof. Dev.:** 1 x SIIC attendee in Jul13; negotiation IST & other TBD



Phase II: AFSNCOA



AY12 Curriculum:

- Overview: 16 hrs of content in 4 areas; also conducted needs analysis w/ AFCLC
- Students: 2,250 E-7/8s
- **SLO 1:** JW02 CC Competence
- **SLO 2:** JW02 & LM08 CC Negotiations; SC01 Communication
- **SLO 3:** n/a
- **SLO 4:** CO06 I-5390 CLX

AY12 Assessment:

- Overview: objective tests, perf. evals., matching, guided discussion & simulated situations
- **SLO 1:** 30% increase pre/post obj. test
- **SLO 2:** finalizing needs analysis
- **SLO 3:** n/a
- **SLO 4:** no SLO-based assessment at this time

AY12 Professional Development:

- n/a

AY13 Changes:

- **Curriculum:** based on final results of needs analysis
- **Assessment:** expand collaboration w/ AFCLC
- **Prof. Dev.:** negotiation IST & other TBD



Phase II: ACSC



AY12 Curriculum:

- Core: [Culture Course](#) (CS), 45 hr, 510 Majors
 - *SLO 1*: culture & mil. effectiveness; multinational operations[‡]
 - *SLO 2*: culture & int'l. system; culture & security challenges; cc negotiation*
 - *SLO 3*: n/a
 - *SLO 4*: cc negotiation ex.*
- Electives: [14 \(218 students\)](#)

*+23 hrs. in
‡ Joint Force
* Leadership*

AY12 Assessment:

- No targets set; many self-report measures
- Culture Course:
 - *SLO 1*: culture & mil. effectiveness: 89%
 - *SLO 2*: [culture & int'l. system: 79%
 - 81% [culture & security challenges: 82%
 - *SLO 3*: n/a
 - *SLO 4*: n/a
- Electives: no SLO-based assessment

AY12 Professional Development:

- Culture Course: 7 x 1-3 hr FD sessions; 3 x AFCLC instructors; 1 x AFCLC lecture
- Negotiation: 7 hrs faculty prep.
- Language: inadequate for pilot “Big C little I”

AY13 Changes:

- *Curriculum*: tiered (core-electives-PAS); more AFCLC spt. to CS based on AY12 EOC review
- *Assessment*: establish targets & rubrics for SLOs 1, 2 & 4; conduct PAS needs analysis
- *Prof. Dev.*: draw on AFCLC for core FD



Phase II: AWC



AY12 Curriculum:

- Results of Needs Analysis:
 - FS: SLOs 1, 2 & 4 (multiple IPs)
 - GSP: SLO 4 (multiple IPs)
 - GS: SLO 1
 - JSL: SLOs 1, 2 & 4
 - RCS : SLOs 1-4 (multiple IPs & field study)
 - Supporting Environment: SLOs 3 & 4 (Int'l Fellows & Annual Cultural Festival)
- 3-day Enrichment Elective taught by AFCLC
- Electives: 2 x Cross-Cultural Negotiation; scheduling conflict w/ 3C for Senior Leaders

AY12 Professional Development:

- Extended FD for JSL cc negotiation exercise

AY12 Assessment: (RCS or exit survey)

- **SLO 1:** Cultural factors in policy/strategy: 100%
- **SLO 2:** DIME-C to achieve US obj.: 98%;
 - Int'l Sec. Studies adv. innovation: 97%
- **SLO 3:** RCS : 93 pos. responses to field exp.

AY13 Changes:

- **Curriculum:** Focusing on mentoring subordinates; establishing KLEs/partnering; collaborate on high ROI IPs; Sr. Ldr. elective
- **Assessment:** Integrating into existing direct & indirect assessments + 3 exercises
 - **SLO 2:** AFCLC w/Negotiation Exercise
 - **SLO 4:** Vietnam Ex. & Global Challenge
- **Prof. Dev.:** Linking to high ROI IPs



Phase II: IOS



AY12 Curriculum:

- SOS Prep (Feb 12*): 2 hrs/32 IOs on US Culture & US Communication
- ACSC Prep (Jun 12): 2 hrs/76 IOs on US Culture, US Communication & Culture Shock
- AWC Prep (Jun 12): 2 hrs/45 IOs on US Culture, US Communication & Culture Shock

AY12 Professional Development:

- AFCLC developed/delivered AY12 curriculum
- 29 Nov 11: 4 hr PD for IOS faculty/staff on:
 - Introduction to Culture & Worldview
 - Cross-Cultural Communication
 - Cultural Analysis (included IOS-generated faculty-student case studies)

AY12 Assessment:

- IOS's role in the QEP is as an “on ramp” for AU schools, so no requirement for assessment
- Nevertheless, self-report surveys say:
 - **SLO 1:** improved knowledge: 100% (SOS)
 - **SLO 2:** prepared me: 99% (SOS/ACSC/AWC)
 - **SLO 3:** valuable: 100% (SOS/ACSC/AWC)

AY13 Changes:

- **Curriculum:** Continue SOS, ACSC & AWC Prep courses; pilot ACSC elective on US Military Culture (result: draft [Field Guide](#))
- **Assessment:** Strengthen SLOs 1-3 measures
- **Prof. Dev.:** Repeat-Aug & tailor-Nov (expanded IOS staff case studies); AU guide



Phase II: AF Fellows Program



AY12 Curriculum:

- 3-day (16 hr) 3C workshop for 123 Fellows @ NDU (during program orientation):
 - **SLO 1:** culture + conflict, comm. & region
 - **SLO 2:** culture + negotiation & comm.
 - **SLO 3:** n/a
 - **SLO 4:** n/a

AY12 Assessment:

- Student/faculty ratio + format = self-report survey (n=106)
 - **SLO 1:** 92% adequately/somewhat prepared
 - **SLO 2:** 85% adequately/somewhat prepared
 - **SLO 3:** n/a
 - **SLO 4:** n/a

AY12 Professional Development:

- Conducted by:
 - 3 x AFCLC specialized faculty
 - 2 x AWC faculty
 - 2 x former Fellows

AY13 Changes:

- **Curriculum:** suspended for AY13 due to 60% reduction in Program travel budget
- **Assessment:** focus for AY 14 (if re-initiated)
- **Prof. Dev.:** improved coord. w/ ext. speakers



AU-wide



Specialized Faculty

AY12:

- Two faculty hires (backfills) complete
- One assessment hire (backfill) complete
- Minimum core faculty now in place

AY13:

- Lost 2 specialized faculty + 1 departing
- Hires would help modify the QEP to reflect AU's growing emphasis on B/DL

Professional Development

AY12:

- Reduced external specialized PD (\$/need)
- Use to ensure schools have organic asset
- Sponsored two faculty at SIIC (Jul 12)

AY13:

- Fund 2-3 external specialized PDs per AY
- AU-wide PD: difficult to schedule/tailor
- Re-focus: AFCLC support schools ISTs



AU-wide



Learning Resources

AY12:

- 8 new Culture Field Guides (CNAF \$)
- MSFRIC
 - ✓ Continued expansion of [QEP-related collection](#) (books, journals, DVDs, DBs)
 - ✓ Began baselining QEP acquisitions
- Culture VEST episodes integrated
- [Cultural Studies Project](#) (CSP) initiated
- AFRL project delayed due to IRB

AY13:

- [5 new Culture Field Guides \(+8 in AY14\)](#)
 - ✓ Supports Airmen (in class & deployed)
 - ✓ Synchronizes training with education
 - ✓ Shows AU's intellectual throw weight
- MSFRIC:
 - ✓ Develop AFCLC-MSFRIC MOA
 - ✓ Continue support & baselining
- Expand CSP & integration to curriculum
- [AFRL study back on-track](#); request support
- Initiate AU Press publication series
- Establish research support & awards



AU-wide



Consultation & Governance

AY12:

- EXECSUMs to BoV (Apr/Nov)
- Updates to USAF LRC Governance
- AU Culture Council became unwieldy

AY13:

- Brief BoV (Nov); engage CBOA
- Continue role in LRC Governance
- [AFCLC appointed LNOs to each school](#)
- Conduct mid-year reviews w/ each school
- CLC help ID CNAF reqs. & AETC MP

Outreach

AY12:

- PA: in [AU video](#); A1 press releases/stories
- Web: [public site](#) now accessible from Apple & mobile devices; [traffic increasing](#)
- Social media: + Twitter, started [Facebook](#)

AY13:

- PA: increase AU awareness (with AU/PA)
- Web: continue tweaking content/delivery
- Social media: add QEP focus; increase followers; leverage for QEP awareness



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 - AU-Wide: specialized faculty, professional development, learning resources, outreach & consultation/governance
3. **AU Fifth Year Interim Review & QEP Impact Study**
4. Recommendations & decisions for AY13



Fifth Year Interim Review & QEP Impact Study



- These are regular SACS accreditation processes
- “The **Fifth-Year Interim Report [FYIR]**...respond[s] to the U.S. Department of Education’s requirements...that accrediting bodies continuously monitor institutions to ensure compliance.”
- FYIR includes a **QEP Impact Report [IR]**, addressing:
 - initial goals & intended outcomes of the QEP
 - significant changes made to the QEP (& justifications)
 - direct impact on student learning (goals & outcomes)



SACS Liaison Visit



- SACS' Dr Baird conducted a FYIR workshop at AU on 16 Aug 12
- Addressed QEP Impact Reports generally, then met privately re specifics:
 - AU's is due to SACS in March 15 – need to “run through the tape” in AY14
 - The process & standards are clearer – still very open to interpretation
 - Impact Reports are not a “sure thing” – 16% fail rate in 3 years
- SACS 2009 on-site review described AU's Plan as “pioneering,” “visionary,” “ambitious,” “compelling,” “broad” and “transformative”
- Implementation will be evaluated based on:
 1. *Demonstrated student learning.*
 2. *Improved educational support.*
 3. *Unanticipated benefits.*
 4. *Changes (w/ justification).*
 5. *Institutional learning.*
- How do we want SACS to characterize our QEP implementation?



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AY13 Recommendation



Report results of ACSC DL Non-Masters Program (NMP) as a pilot study:

- 4 lessons on Culture & Critical Thinking in the intro. course
- Course launches in FY13 (overlaps 3/4 of AY13)
- Benefits of reporting in the QEP include:
 - ✓ Impact: approximately 10,000 students
 - ✓ Faculty: lessons designed/developed by qualified faculty
 - ✓ Content: conceptual approach to culture is consistent with other QEP programs
 - ✓ Innovation: treats culture as the context (not as the task)
 - ✓ Assessment: explicitly designed & developed to address SLOs 1, 2 & 4
- Use to validate curriculum & set assessment targets for AY14



AY13 Recommendation



Add ALS to QEP reporting:

- Identified as opportunity in AY12 needs analysis
- Undergoing validation (3rd iteration) n=500 (10 schools)
- Benefits of reporting in the QEP include:
 - ✓ Sequencing: ensures sequential/progressive 3C learning x EPME
 - ✓ Impact: 68 schools globally, 8x ~15,000/yr
 - ✓ Low cost: culture content already integrated into curriculum
 - ✓ Assessment: methods have already been developed in ISD process
 - ✓ Opportunity: will employ inter-rater reliability tool based on funding availability (A4/6 is OPR)



Summary of Recommendations



1. Enhance outcome based assessment & set targets
2. Leverage AFCLC faculty for low-hanging curricular fruit
3. Ensure sequencing of 3C curriculum in accessions & PME
4. Add ALS to QEP and report results in Aug 13 EPR
5. Report results of ACSC-DL NMP pilot in Aug 13 EPR
6. Present decision brief re. institutionalizing CCAF courses
7. Delay decision re. GOPAC until DPG finalizes requirement
8. Re-double AFCLC support to Schools' PD/FD/IST
9. Conduct mid-year reviews with each School
10. Add longitudinal analysis of student learning to Aug 13 EPR



Schools Implementing the QEP in AY13



International Officer School (EPR 1)

Officer Training School
- Basic Officer Tng.

Squadron Officer School

Air Command & Staff College
- Residence
- Distance (EPR 3)

Air War College

AF Fellows (EPR 2)



0 2 4 6 8 10 12 14 16 18 20



Community College of the Air Force
- Introduction to Culture
- C-C Comm. (EPR 2)

Airman Leadership School (EPR 3)

NCO Academy (EPR 1)

Senior NCO Academy



AY13 Implementation Goals



Stage 0: No action required

Stage 1: Needs assessment or initial curriculum & assessment

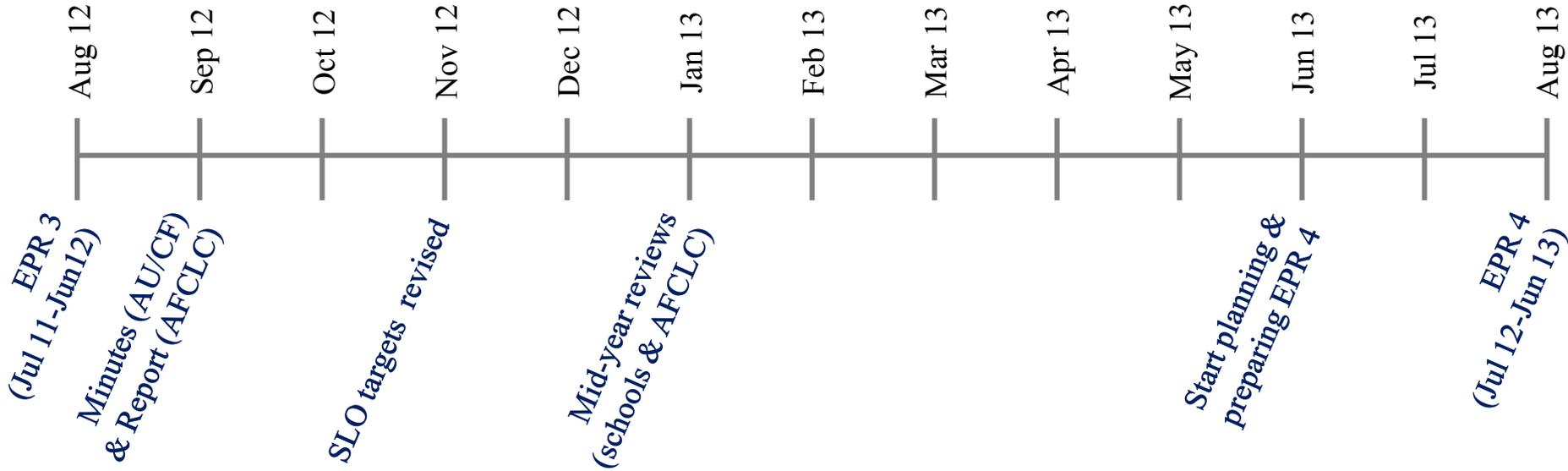
Stage 2: Expand/revise curriculum & assessment

Stage 3: Sustain/improve curriculum & assessment

AY13	Stage 0 (prepare)	Stage 1 (assess/infuse)	Stage 2 (expand/revise)	Stage 3 (sustain/improve)
Phase I Schools				<ul style="list-style-type: none"> • CCAF (ITC) • OTS • SOS
Phase II Schools		<ul style="list-style-type: none"> ‡ AF Fellows ❖ ACSC (DL) ❖ ALS 	<ul style="list-style-type: none"> • AWC 	<ul style="list-style-type: none"> • ACSC (Rez) • AFSNCOA * IOS * NCOA ‡ CCAF (CCC)



AY13 QEP Timeline



Major Milestones



Questions?



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