



THE AIR UNIVERSITY



# Educational Program Review

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

*AY13 Execution // AY14 Plan*

*Academic Board: 28 October 2013*

*Academic Council: 31 October 2013*

*Board of Visitors: 18 November 2013*



# What is a 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.**”

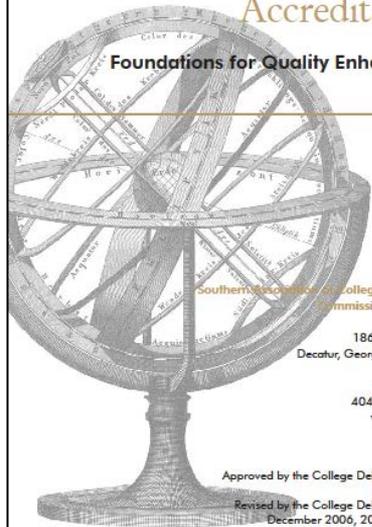
**Schools select their own focus.**

**SACS then evaluates the Plan on:**

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

## The Principles of Accreditation:

Foundations for Quality Enhancement



Southern Association of Colleges and Schools  
Commission on Colleges

1866 Southern Lane  
Decatur, Georgia 30033-4097

404-679-4500  
404-679-4558 (Fax)  
www.sacscoc.org

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Fifth Edition  
First Printing



# Why does AU have QEP EPRs?



## SACS' "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.**"



# AY13 Bottom Line Up Front



- 1. Curriculum**
  - 1.1. EPME sequenced
  - 1.2. Holm more tailored
  - 1.3. Spaatz deep & diverse
- 2. Assessment**
  - 2.1. Big strides in determining what to measure and how for SLOs 1-3 (→ effect size)
  - 2.2. SJTs permit us to better gauge ability to transfer/apply for SLO 4 (→ correlation)
  - 2.3. When we set targets, we usually achieve/come close; but we don't always set them
  - 2.4. Greater precision increases validity, but also negative trends (regression to mean)
- 3. Professional Development**
  - 3.1. External PD has been almost totally eliminated due to funding/travel restrictions
  - 3.2. Cross-AU collaboration continued, but not filled the gap/reached its full potential
- 4. Academic Support (AU-wide)**
  - 4.1. Governance:
    - 4.1.1. Did not execute mid-year reviews – lack of established process
    - 4.1.2. Subsequent incorporation of QEP to Academic Corporate Process
  - 4.2. Specialized Faculty:
    - 4.2.1. Losing expertise with no backfills on the horizon
  - 4.3. Learning Resources:
    - 4.3.1. MSFRIC collection keeps getting better (not just bigger)
    - 4.3.2. Established publication series with AU Press
    - 4.3.3. AFRICOM-heavy Field Guides despite “Pivot” (PACAF \$)



# Agenda



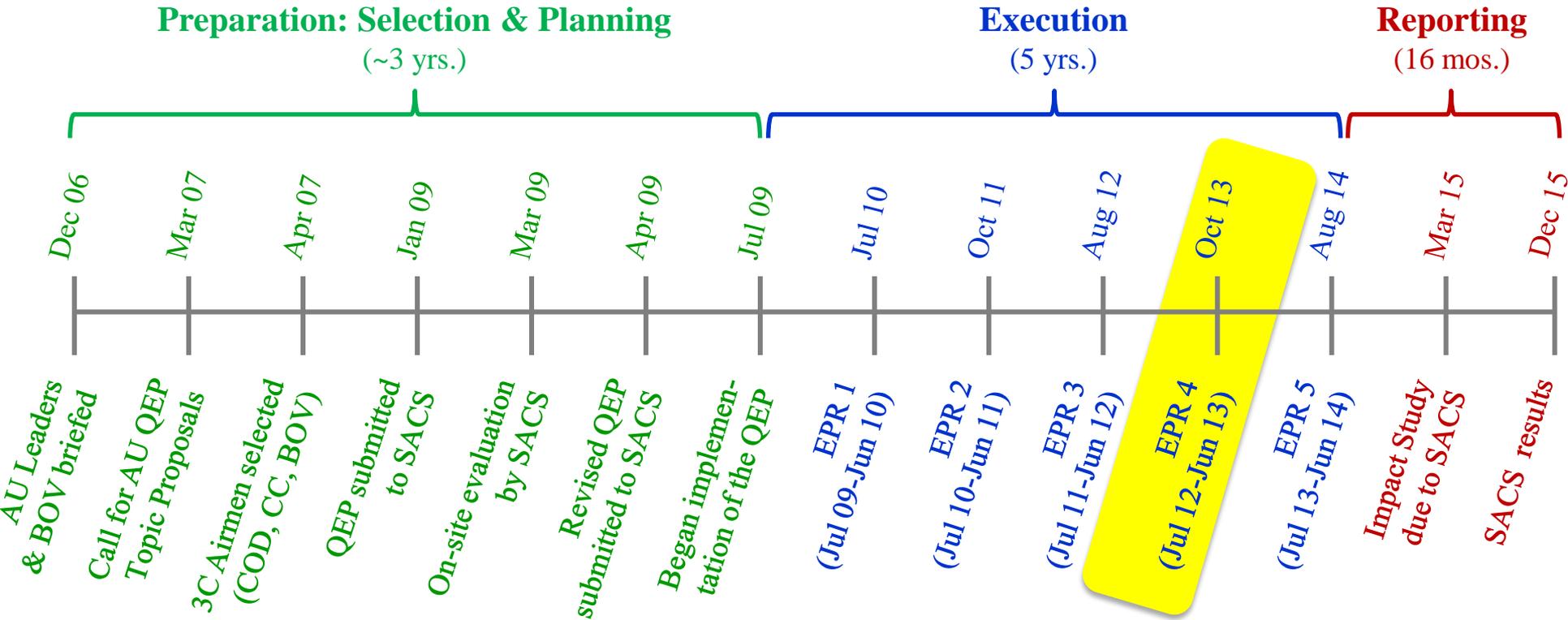
1. Brief recap of AU's QEP
2. Detailed review of AY13 & changes for AY14:
  - Summary: Assessment of SLOs
  - Schools: CCAF (ITC), CCAF (CCC), ALS, NCOA, AFSNCOA, OTS, IOS, SOS, ACSC-Res, ACSC-DL 6.0, AWC-Res & Fellows
  - AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Consultation/Administration & Outreach
3. Preliminary discussion of QEP Impact Study (Mar 15)
4. Recommendations & decisions for AY14



# AU QEP Timeline:

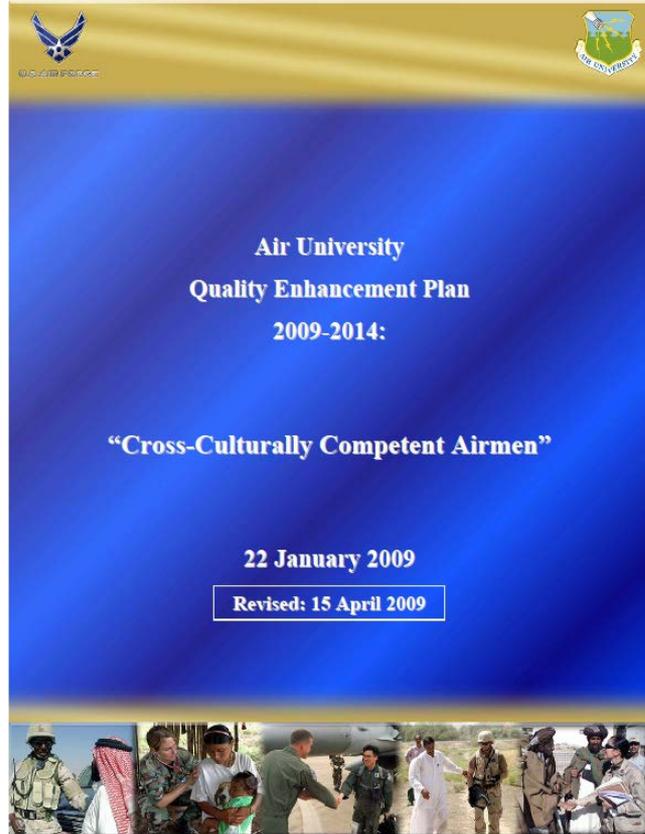


## 10 yr. Cycle / 9 yr. Process Ideally





# 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**



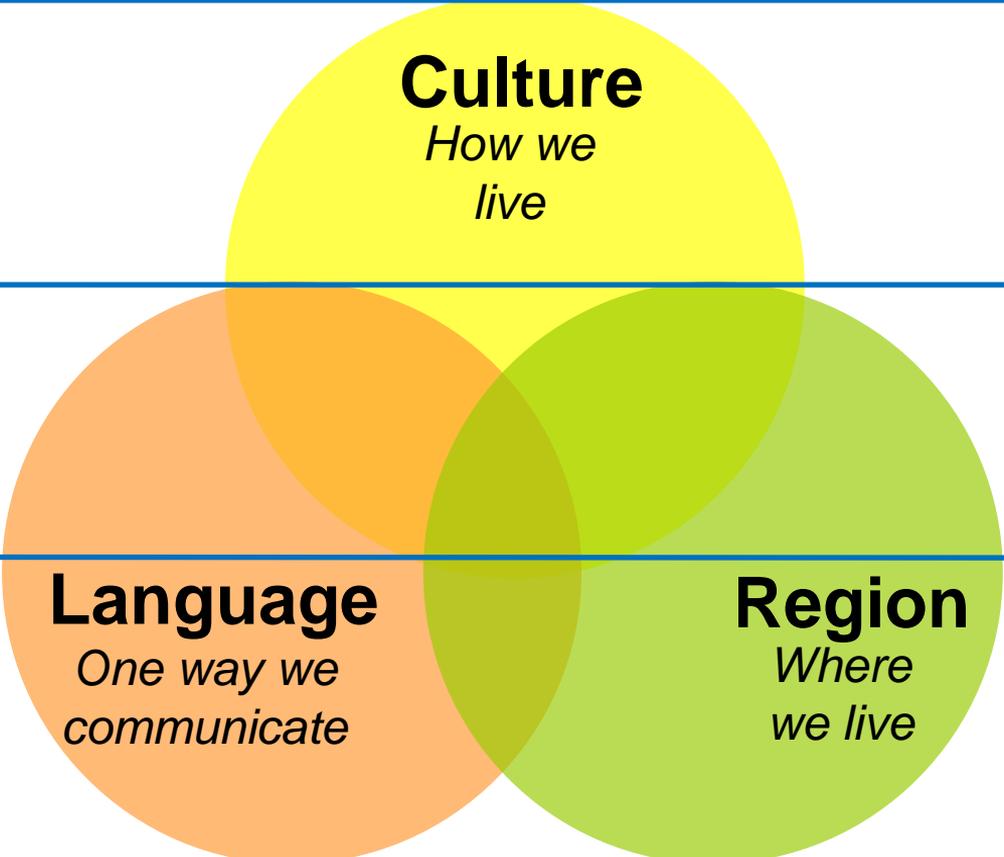
# Conceptualizing 3C



Primary focus of QEP (SLOs 1&2)

Secondary focus of QEP (SLO 4)

~~Not an emphasis of QEP~~

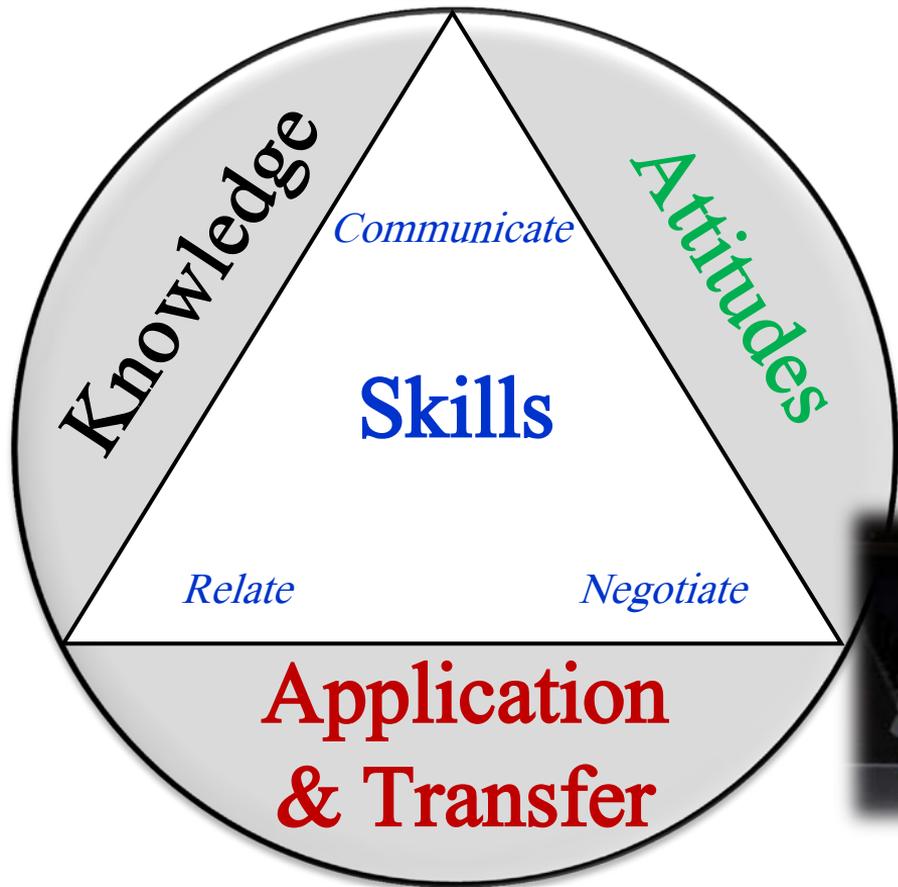


Culture-General

Culture-Specific



# Components of 3C



*Perspective Taking*



*Self-Awareness*



*Self-Efficacy*





# Assessment of Student Learning Outcomes (SLOs)



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



# Primary Lines of Activity



1. Curriculum design, development & delivery
2. Assessment of student learning outcomes
3. Faculty/staff development & recruitment
4. Publish & acquire learning resources
5. Govern/administer & report



# QEP Roll-out & Implementation through AY13



Phase I:  
(AYs 10 & 11)

Phase II:  
(AYs 12 & 13)

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**



# Agenda



1. Brief recap of AU's QEP
2. Detailed review of AY13 & changes for AY14:
  - Summary: Assessment of SLOs
  - Schools: CCAF (ITC), CCAF (CCC), ALS, NCOA, AFSNCOA, OTS, IOS, SOS, ACSC-Res, ACSC-DL 6.0, AWC-Res & Fellows
  - AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Consultation/Administration & Outreach
3. Preliminary discussion of QEP Impact Study (Mar 15)
4. Recommendations & decisions for AY14



# AY 13 SLO-based Assessment Summary (Enlisted)



<b>Schools</b> <i>SLOs</i>	<b>Introduction to Culture (CLC/CCAF)</b>	<b>Cross-Cultural Communication (CLC/CCAF)</b>	<b>Airman Leadership School</b>	<b>Non-commissioned Officer Academy</b>	<b>AF Senior Non-commissioned Officer Academy</b>
<i>1 Declarative Knowledge (Concepts)</i>					
<i>2 Skills (Procedural Knowledge)</i>					
<i>3 Attitudes</i>					
<i>4 Application (in Novel Contexts)</i>					

**Key:**



Met/exceeded target



Close to target



Missed target



Data but no target



In Progress



N/A



# AY 13 SLO-based Assessment Summary (Officer)



Schools <i>SLOs</i>	Officer Training School	International Officer School	Squadron Officer School	Air Command & Staff College-Res	Air Command & Staff College-DL	Air War College
<i>1 Declarative Knowledge (Concepts)</i>	●	○	●	●	○	●
<i>2 Skills (Procedural Knowledge)</i>	●	○	●	●	○	●
<i>3 Attitudes</i>	●	○	●	●	○	●
<i>4 Application (in Novel Contexts)</i>	●	○	●	○	○	●

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



# – Reporting Template –

## Center/School: Program/Course



### AY13 Curriculum:

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

### AY13 Professional Development:

- School/Program
- AU
- External

### AY13 Assessment:

[More](#)

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

### AY14 Changes:

- Curriculum
- Assessment
- Professional Development



# CLC/CCAF: Introduction to Culture (ITC) Course



## AY13 Curriculum: (asynch., self-paced, DL)

- **Summary:** 2 iterations (12 lessons, 45 hrs.)
- **Students:** 2,000 enrolled (+30%); 1,416 completed (70%); 1,314 passed (89%)
  - **SLO 1:** Foundational culture knowledge
  - **SLO 2:** Persp. taking; cc comm.; cc OODA loop
  - **SLO 3:** Willingness to engage; flexibility/adapt.
  - **SLO 4:** Logs; scenario-driven quiz questions; 1 extended situational judgment test (SJT)

## AY13 Professional Development:

- **ITC:** Fac. SME = prof. of record/sole instructor
- **AU:** Fac. collaboration w/ AFCLC Asmt.
- **Ext.:** Fac. attended/presented at one national conf. (*Soc. for CC Research*)

## AY13 Assessment:

[More](#)

- **Summary:** Met all targets
- **Process:** Expanded SJTs; refined test items; narrowed skill/attitudinal variables (11 → 6/5)
  - **SLO 1:** +37% pre/post (+30%) (large effect)
  - **SLO 2:** 94% self-reported improved abilities (+90%); 3 skills=stat. sig. change (med. effect)
  - **SLO 3:** Stat. sig. change (small to *no* effect)
  - **SLO 4:** SJT results correlated to overall course grade & several attitudinal variables

## AY14 Changes:

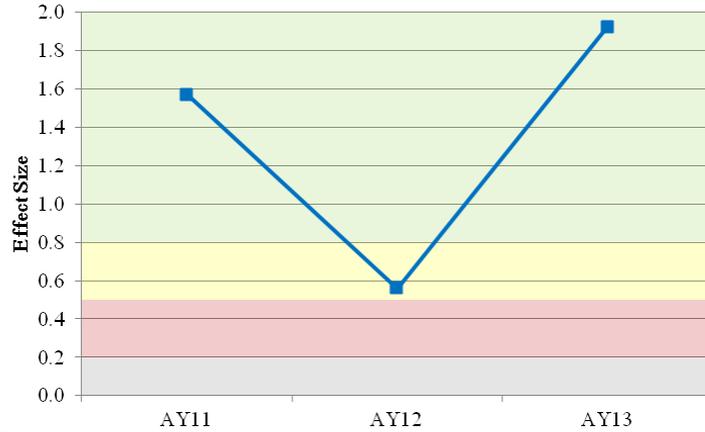
- **IT/registration=**slow growth
- **Curric.:** No major changes (lim. fac.=time)
- **Asmt.:** Improved & expanded SJTs; set targets; expand test bank; address SLO 3 effect
- **Prof. Dev.:** Resource dependent



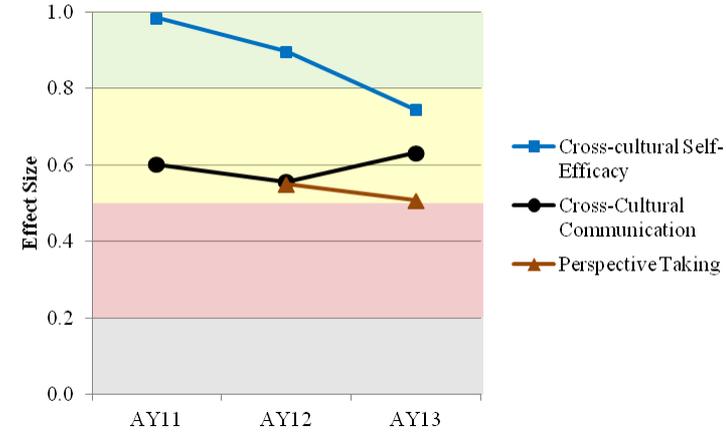
# CLC/CCAF (ITC): Assessment Deep-Dive



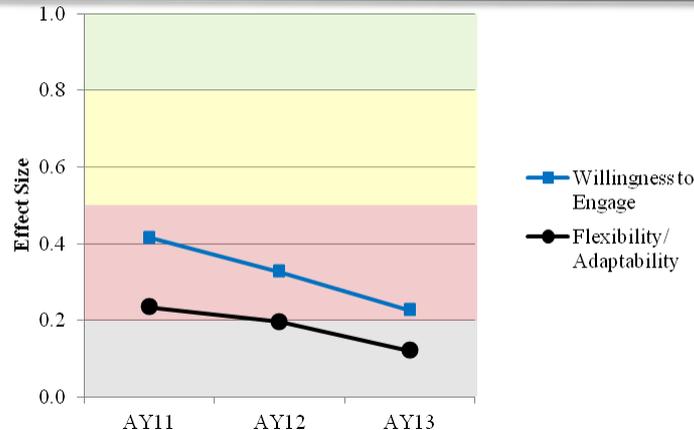
## SLO 1 (knowledge)



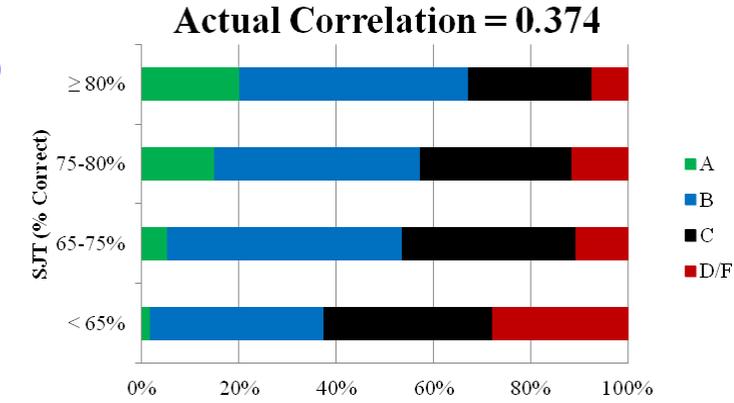
## SLO 2 (skills)



## SLO 3 (attitudes)



## SLO 4 (application)



[Return](#)



# CLC/CCAF: Cross-Cultural Communication (CCC) Course



## [AY13 Curriculum:](#) (asynch., self-paced, DL)

- **Summary:** 3 iterations (12 lessons, 45 hrs.)
- **Students:** 725 enrolled; 584 completed (81%); 507 passed (87%)
  - **SLO 1:** Lessons 1-5=foundational knowledge
  - **SLO 2:** Lessons 6-11=core cc comm. skills
  - **SLO 3:** Willingness to engage; flexibility/adaptability developed across course
  - **SLO 4:** Video scenarios; VEST; 10 SJTs

## [AY13 Professional Development:](#)

- **CCC:** Fac. SME=prof. of record/sole instructor
- **AU:** Fac. collaboration w/ AFCLC Asmt.
- **Ext.:** Fac. attended/presented at one national conf. (*Soc. for Pers. & Soc. Psych.*) + free 2-hr. SIIC webinar (*Resistance Into Engagement*)

## [AY13 Assessment:](#)

[More](#)

- **Summary:** Met/approached all targets
- **Process:** New SJTs; added persp. taking
  - **SLO 1:** +23% pre/post (+30%) (large effect)
  - **SLO 2:** 92% self-report improvement (+90%); 3 skills=stat. sig. (1 large, med. & small effect)
  - **SLO 3:** Stat. sig. change (small effect)
  - **SLO 4:** SJT results correlated to overall course grade & several skill/attitudinal variables

## [AY14 Changes:](#)

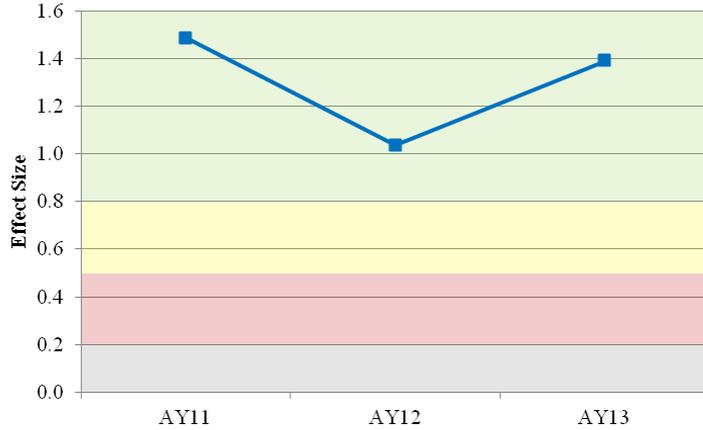
- **IT/registration:**=slow growth
- **Curric.:** New readings & SJTs; replace VEST
- **Asmt.:** Improve SJTs & set tgts.; expand test bank; + comm. self-efficacy scale; SLO 3 effect
- **Prof. Dev.:** Collaborate w/ local schools; rest resource dependent



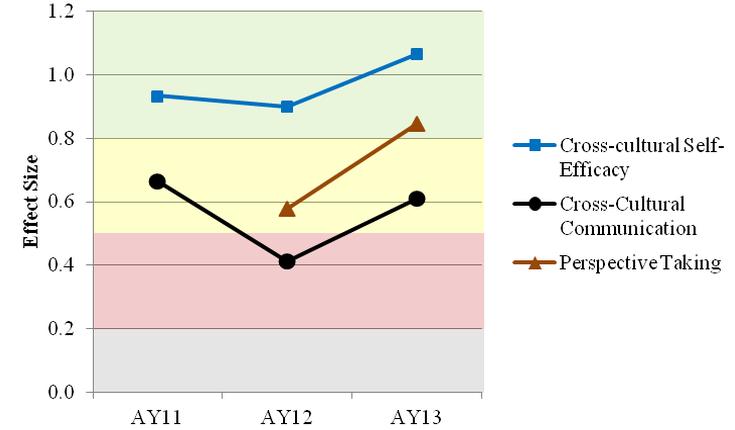
# CLC/CCAF (CCC): Assessment Deep-Dive



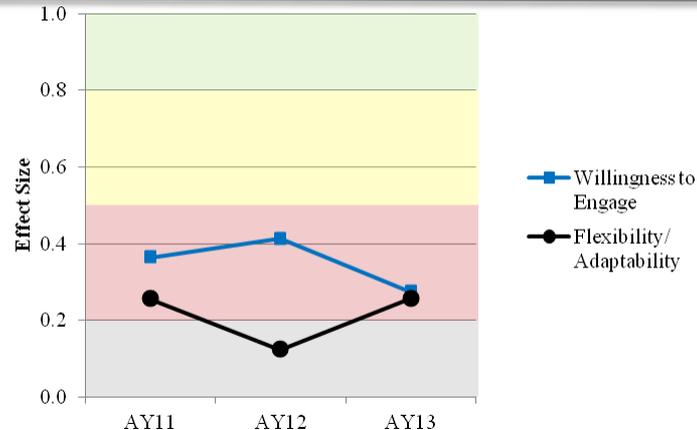
## SLO 1 (knowledge)



## SLO 2 (skills)

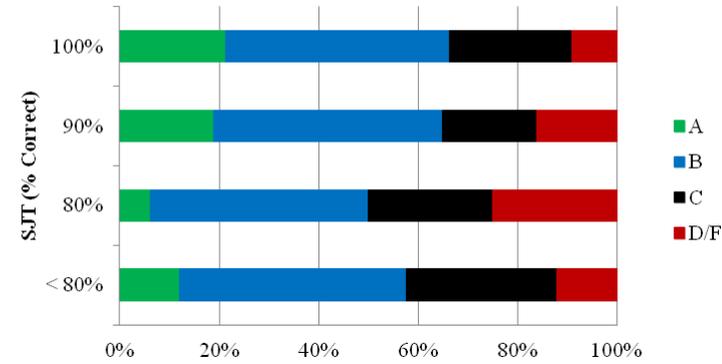


## SLO 3 (attitudes)



## SLO 4 (application)

Actual Correlation = 0.134



[Return](#)



# Barnes: ALS



## AY13 Curriculum:

- **Summary:** 2-hrs. dedicated in EA03, “Cross-Cultural Awareness”
- **Students:** 11,500 E-4s
  - **SLO 1:** Basic cultural concepts & bias
  - **SLO 2:** Culture + behavior, communication & perspectives taking
  - **SLO 3:** N/A
  - **SLO 4:** N/A

## AY13 Professional Development:

- **ALS:** Integrated into ISTs
- **AU:** AFCLC assist. on cc-comm.
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Summary:** Met target
- **Process :** AY13=1<sup>st</sup> year in the QEP; EPME is now sequenced (ALS→NCOA→SNCOA)
  - **SLO 1:** +32% in pre/post & summative
  - **SLO 2:** Rubric-guided feedback to students; all met standards (w/ possible remediation)
  - **SLO 3:** N/A
  - **SLO 4:** N/A

## AY14 Changes:

- **Curric.:** Continue w/ closed-loop
- **Asmt.:** No changes at this point
- **Prof. Dev.:** Continue



# Barnes: NCOA



## AY13 Curriculum:

- **Summary:** 2-hrs. dedicated in OA03 + assoc. Opn. Airmen & Communication lessons
- **Students:** 8,000 E-6s
  - **SLO 1:** Adaptability: contrasting US vs. other cultures; linking culture & behavior
  - **SLO 2:** Influence: respect & relationships
  - **SLO 3:** N/A
  - **SLO 4:** N/A

## AY13 Professional Development:

- **NCOA:** Integrated into ISTs
- **AU:** AFCLC assist. on cc-comm. & neg.
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Summary:** Met target
- **Process:** Updated to build on/reinforce ALS
  - **SLO 1:** +36% between pre & summative
  - **SLO 2:** Rubric-guided feedback to students; all met standards (w/ possible remediation)
  - **SLO 3:** N/A
  - **SLO 4:** N/A

## AY14 Changes:

- **Curric.:** Continue w/ closed-loop
- **Asmt.:** No changes at this point
- **Prof. Dev.:** Continue



# Barnes: AFSNCOA



## AY13 Curriculum:

- **Summary:** 7-hrs. dedicated in JW02 + assoc. Joint Warfighting & Communication lessons
- **Students:** 1,935 E-7/8s
  - **SLO 1:** Agility/systems: Culture + planning/ops. for USAF, HN & Adversaries
  - **SLO 2:** Networks, cc comm. & negotiation
  - **SLO 3:** N/A
  - **SLO 4:** Guided discus. & experiential (IDDP)

## AY13 Professional Development:

- **AFSNCOA:** Integrated into ISTs
- **AU:** AFCLC assist. on cc-comm. & neg.
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Summary:** Met targets
- **Process:** Updated to build on/reinforce NCOA
  - **SLO 1:** +46% between pre & summative
  - **SLO 2:** Rubric-guided feedback to students; all met standards (w/ possible remediation)
  - **SLO 3:** N/A
  - **SLO 4:** Feedback to students during capstone case study

## AY14 Changes:

- **Curric.:** Continue w/ closed-loop
- **Asmt.:** No changes at this point
- **Prof. Dev.:** Continue



# OTS (BOT)



## AY13 Curriculum:

- **Summary:** Revised mid-year, 6→5 hours, more focused, practical and applied (SLO 2)
- **Students:** 990 completed [+ 3,800 AFROTC cadets, AMS, COT & CALT candidates]
  - **SLO 1:** 13 cog. samples of behavior; foundational concepts; anchored in BP
  - **SLO 2:** Persp. taking; cc. comm; neg.
  - **SLO 3:** Willingness to engage; cc flex./adapt.
  - **SLO 4:** N/A

## AY13 Professional Development:

- **OTS:** Spring/Summer 13 3-hr. PD; IST 15-min. tutorials on 3C lessons (recorded)
- **AU:** Close collab. w/ AFCLC faculty
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

[More](#)

- **Summary:** Met/approached all targets
- **Process:** Eliminated IES; revised measures
  - **SLO 1:** +33% pre/post (+30%) (large effect)
  - **SLO 2:** 3 skills = stat. sig. (2 med. & 1 small effect)
  - **SLO 3:** Flex./adapt = stat. sig. (med effect); willingness to engage = not sign. (small effect)
  - **SLO 4:** N/A

## AY14 Changes:

- **Curric.:** Revise student reading (for AY15)
- **Asmt.:** Pilot 2 scenario-based items (SLO 4); examine their relationship to self-reporting
- **Prof. Dev.:** Continue OTS/AU collaboration



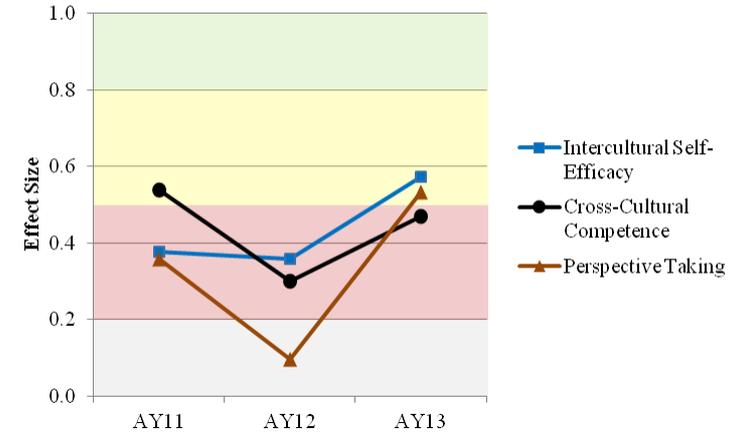
# OTS (BOT): Assessment Deep-Dive



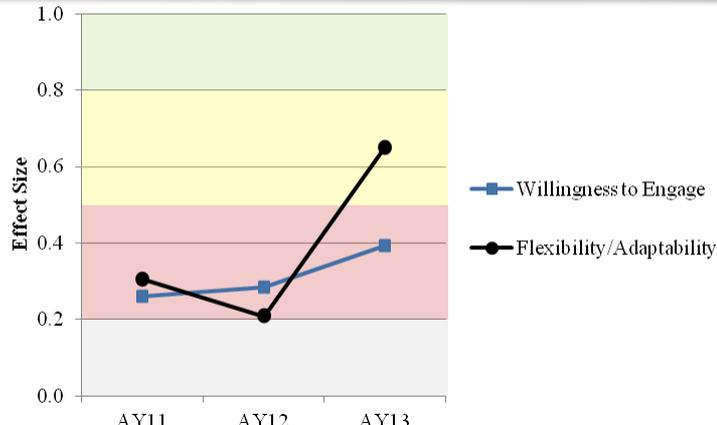
## SLO 1 (knowledge)



## SLO 2 (skills)



## SLO 3 (attitudes)



## SLO 4 (application)

N/A  
(coming in AY14)

[Return](#)



# IOS



## AY13 Curriculum:

- **Summary:** Prep courses for SOS, ACSC & AWC
- **Students:** SOS (Feb & Sep 13)=52 IOs; ACSC (Jul 13)=73 IOs ; AWC (Jun 13)=43 IFs
- **Curriculum:**
  - SLO 1: US culture & field studies program
  - SLO 2: American English language skills
  - SLO 3: Integrated throughout program
  - SLO 4: (Occurs @ SOS, ACSC & AWC)

## AY13 Professional Development:

- **IOS:** Workshops=country orient. & case studies
- **AU:** AFCLC-led faculty development workshop & community volunteer workshop
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Summary:** IOS' role in the QEP is an “on ramp” for AU schools. No asmt. targets required. Yet, exit, follow-on and gaining fac. surveys show...
  - SLO 1: Improved understanding of US society & values=90%+ pos.
  - SLO 2: Improved comm. skills=90%+ pos.
  - SLO 3: Appreciate US society & values=90%+
  - SLO 4: Improved/demonstrated understanding & in class communication=85%+ pos.

## AY14 Changes:

- **Curric.:** Minor revisions per feedback
- **Asmt.:** Target of 85% positive self-report responses for SLOs 1 & 2
- **Prof. Dev.:** Further improve FD w/ AFCLC



# SOS



## AY13 Curriculum:

- **Summary:** Foundational lessons (3C + CC Neg.) and 3 exercises (3,605 students)
- **Electives:** Culture & Coalition Warfare, CC Partnerships, Improving Interactions & Adaptive Negotiations (700+ students)
  - **SLO 1:** 3C Lesson & CC Negotiation Lesson
  - **SLO 2:** CC Negotiation & Barnga Exercise
  - **SLO 3:** Barnga Exercise
  - **SLO 4:** Ops. Wilderness & Galaxy + Barnga

## AY13 Professional Development:

- **SOS:** 6 PDs on foundational lessons & exercises (Barnga=new)
- **AU:** 3 AFCLC-led PD sessions
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Summary:** Significant changes to curriculum, so limited targets set in the core:
  - **SLO 1:** No target set – **embedded assessed**
  - **SLO 2:** 3 skills (persp. taking, cc negotiation & cc decision making) had stat. sig. change per pre/post self-report (all med./small effect)
  - **SLO 3:** No target set – embedded assessed
  - **SLO 4:** No target set – CLX out, Barnga in – embedded assessed

## AY14 Changes:

- **Curric.:** Increase & improve foundational lessons & Barnga per feedback; new cc neg. ex.
- **Asmt.:** Maintain approach for new curriculum
- **Prof. Dev.:** Improvements to SOS & AU PD



# ACSC: Residence



## AY13 Curriculum:

- **Core:** Reg./Cult. Studies – 45 hrs., 480 Maj.s.
- **PAS:** 14-part elective w/ CC Comm. & Neg. – select group of students
- **Electives:** CC Comm., CC Neg. & US Military Culture (IOs) – 36 hrs. ea, 33 Maj.s. tot.
  - **SLO 1:** RCS (9 hrs. lecture/12 hrs. seminar)
  - **SLO 2:** CC Communication
  - **SLO 3:** IO participation & extra-curriculars
  - **SLO 4:** Electives & PAS

## AY13 Professional Development:

- **ACSC:** FD prior to CS lessons; 3 Cmdt's Speakers ; 2 defense college visits
- **AU:** 5 AFCLC faculty taught CS + 3 lectures
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Core:**
  - **SLO 1:** CS=97% met standard on final exam; 84-91% pos. response in EOC student survey; 86-100% pos. response in EOC faculty survey
  - **SLO 2:** 3 skills (persp. taking, cc comm. & cc neg.) had stat. sig. change (2 large & 1 med. effect)
  - **SLO 3:** 1 attitude (willingness to engage) had stat. sig. change (med. effect)
  - **SLO 4:** No assessment

## AY14 Changes:

- **Curric.:** None to Core; 2 new cc electives
- **Asmt.:** No change to SLO 1; slight revisions to SLOs 2 & 3
- **Prof. Dev.:** Greater AFCLC fac. participation



# ACSC: DL 6.0



## AY13 Curriculum:

- **Summary:** Added last EPR as pilot study “to validate curriculum & set assessment targets”
- **Approach:** 2 lessons in Critical Thinking (CT) portion of Orientation & Introduction (ORIN)
- **Students:** 3,345 O-4s/selects & civs. completed
  - SLO 1: Foundational concepts
  - SLO 2: Cc persp. taking & decision making
  - SLO 3: ID own attitudes & tolerate ambiguity
  - SLO 4: Understand context & apply skills

## AY13 Professional Development:

- **ACSC:** Fac. SME = course director/developer
- **AU:** ACSC Fac. & AFCLC Asmt. collaboration
- **Ext.:** Fac. attended/presented at one national conf. (*Int’l. Academy for Intercultural Research*)

## AY13 Assessment:

- **Note:** No targets set due to pilot status
- **Approach:** Progress checks assess knowledge & application (80% accuracy required) + end of course survey (n=3,226).
  - SLO 1: Lessons 3 & 5 progress checks
  - SLO 2: 94-95% self-reported improved cc persp. taking & decision making abilities
  - SLO 3: N/A
  - SLO 4: Lesson 5 progress checks are SJTs

## AY14 Changes:

- **Curric.:** No change
- **Asmt.:** Continue research w/ CLC re. SLO 4
- **Prof. Dev.:** Fac. to publish conference paper (*International Journal of Intercultural Research*)



# AWC: Residence



## AY13 Curriculum:

- **Core:** RCS, FS, JSL, NSDM, WAR, GS, Capstone courses (245 students)
- **Electives:** “CC Perspectives in Negotiation” - T2 & “3C for Senior Leaders” - T1 (11 students ea.)
- **SLO 1:** 14 IPs (FS, JSL, NSDM, WAR & GS)
- **SLO 2:** RCS classes & field visits
- **SLO 3:** IF participation & extra-curricular activities (e.g., cultural festival)
- **SLO 4:** RCS field visits, cc negotiation exercise & Global Challenge Capstone Ex.

## AY13 Professional Development:

- **AWC:** QEP in summer FD; tailored FD for IPs
- **AU:** Extended FD for negotiation exercise
- **Ext.:** N/A due to funding/travel restrictions

## AY13 Assessment:

- **Summary:** Met target for stat. sig. set in EPR 3
  - **SLO 1:** RCS, FS & JSL final exams = 100% good/satisfactory
  - **SLO 2:** 2 skills (persp. taking & cc decision making) had stat. sig. gains per pre/post self-report (both **large** effect)
  - **SLO 3:** Self-report survey of opportunities to build relations/learn from IFs = 97-99% pos.
  - **SLO 4:** Faculty rubric-guided assessment of Capstone = 92-99% “proficient” or above

## AY14 Changes:

- **Curric.:** Culture & Strategy IP; IF Brown Bags
- **Asmt.:** Expanded survey items for SLO 2
- **Prof. Dev.:** More AFCLC Term IV electives



# AU-wide Academic Support



## Specialized Faculty

### AY13:

- 6 billets cut @ AFCLC – RIF
- 4 positions vacant @ AFCLC – freeze
- AD's balance between 10-mo. vs. non-10 mo. schools accommodated @ Spaatz

### AY14:

- 6 billets requested for reinstatement in FY16 POM

## Professional Development

### AY13:

- No external PD (SIIC – Portland, OR) in Summer 2013 due to Sequestration-related travel restrictions (Spring 2013)

### AY14:

- External PD remains resource dependent
- Explore webinar & other no/low cost PDs
- AFCLC eager to support Schools' increased demands (ISTs → workshops)



# AU-wide Academic Support: Learning Resources



## AY13:

- **5 new Culture Field Guides** (17 total)
  - ✓ Synchronize tng., edu. & experience
  - ✓ Aligned w/ AFRICOM/CC priorities
  - ✓ Beginning to pivot to Asia-Pacific
- **MSFRIC**
  - ✓ Developed/executed CLC-FRIC MOA
  - ✓ Collection accessible during construct.
  - ✓ Invested ~\$20K in books/periodicals
  - ✓ Discontinued under-used subscriptions
- **CSP expanded & integrated to curriculum**
- **CC Negotiation Course: available on JKO**
- **AU Press publication series established**

## AY14:

- **11 new Culture Field Guides** (28 total)
  - ✓ Complete package on Africa
  - ✓ Continue pivot to Asia-Pacific...\$
- **MSFRIC**
  - ✓ Coordinate/sign MOA to sustain efforts
  - ✓ Continue building/culling collection
- **CSP**
  - ✓ Further expansion of research
  - ✓ Even greater integration to curriculum
- **Publish initial AU Press papers**
  - ✓ First submission received
  - ✓ Second submission planned



# AU-wide Academic Support



## Governance/Administration

### AY13:

- Mid-year review not conducted
- QEP Director's reporting clarified
- EPR prep through Academic Board
- EPR delivered to Academic Council

### AY14:

- QEP managed from AU/CF
- Full use of Academic Corp. Process
- Conduct Mid-year review
- Institutionalize approach & successes in *USAF GPF LRC Learning Strategy & Master Plan* (aligned with CJCSI)
- Draft QEP AUI

### AY13:

- [Dispatch Article; AU/PA Commander's BBP on QEP; AF Portal; e-Newsletter; Social Media](#)

## Outreach

### AY14:

- Proposed Comm. Plan from today (EPR 4) through Dec 15 (announcing SACS results of FYIR)



# Agenda



1. Brief recap of AU's QEP
2. Detailed review of AY13 & changes for AY14:
  - Summary: Assessment of SLOs
  - Schools: CCAF (ITC), CCAF (CCC), ALS, NCOA, AFSNCOA, OTS, IOS, SOS, ACSC-Res, ACSC-DL 6.0, AWC-Res & Fellows
  - AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Consultation/Administration & Outreach
3. **Preliminary Discussion of QEP Impact Study (Mar 15)**
4. Recommendations & decisions for AY14



# What is a QEP Impact Study?



- Another part of the regular SACS accreditation process, 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 Study**, addressing:
  1. Initial goals & intended outcomes of the QEP
  2. Significant changes made to the QEP (& justifications)
  3. Impact on student learning & supporting environment
  4. Institutional lessons learned



# What are the Impact Study's Timeline & Standards?



- AU's is due to SACS by 25 Mar 15
- First draft due to AU/CF by 15 Jan 15
- We need to “run through the tape” assessing in AY14 (the 5<sup>th</sup> and final year of implementation) & close the loop w/ EPR 5
- Impact Studies are not a “sure thing” (16% failed in last 3 yrs)
- SACS 2009 on-site review described AU's plan as “pioneering,” “visionary,” “ambitious,” “compelling,” “broad” and (potentially) “transformative”
- How do we want SACS to characterize our results?



# How do we get there from here?



## Impact Study: cumulative results across AU over time

1. Initial goals and intended outcomes of the QEP;
2. Changes made to the QEP and the reasons for making those changes;
3. QEP's impact on student learning and the environment supporting student learning (achievement of identified goals/outcomes, and any unanticipated outcomes of the QEP);
4. What the institution has learned as a result of the QEP experience.

## EPRs: yearly inputs, outputs & outcomes, primarily at school level

Year	10+ Academic Programs			AU-Wide Academic Support		
	Curriculum (4 SLOs)	Assessment (4 SLOs)	Int. PD	Spec. Faculty	External PD	Lng. Resources
09-10	40	40	10	1		1
10-11	40	40	10	1		1
11-12	40	40	10	1	1	1
12-13	40	40	10	1	1	1
13-14	40	40	10	1	1	1

approx. 465 data points



# Agenda



1. Brief recap of AU's QEP
2. Detailed review of AY13 & changes for AY14:
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  - Schools: CCAF (ITC), CCAF (CCC), ALS, NCOA, AFSNCOA, OTS, IOS, SOS, ACSC-Res, ACSC-DL 6.0, AWC-Res & Fellows
  - AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Consultation/Administration & Outreach
3. Preliminary Discussion of QEP Impact Study (Mar 15)
4. **Recommendations & decisions for AY14**



# Recommended Addition



## GO Pre-deployment Acculturation Course (GOPAC)

- **Background:**

- AFCLC program began due to a Fall 09 COMISAF request to CSAF
- Nov 09-May 13 graduated 25 GOs+1 SES – deployed to 6 countries
- Average of 2 iterations & 4-6 GOs/Year in FYs 12 & 13

- **From a QEP perspective:**

- ✓ Existing, intensive Executive Education in 3C (was 8 days, now 5)
- ✓ Incorporates/adapts curricula from elsewhere in QEP (SLOs 1 & 2)
- ✓ Emphasis on application in specific contexts (SLO 4)

- **Recommend adding to QEP & reporting AY 12-14 assessment:**

- SLO 4: based on Capstone Exercise (archival + rubric-guided → set target)
- SLOs 1 & 2: based on Instruction/Exercises (embedded assessment)



# Recommended Expansion



## Develop 3<sup>rd</sup> CCAF Course → 3C Learning Suite

- **Background:**
  - ITC was the foundation of the QEP (AY 10)
  - CCC leveraged lessons & expanded focus/thruput (AY 11)
- **Benefits of a 3<sup>rd</sup> Course:**
  - ✓ ITC & CCC content has been exported/adapted for other courses – *ditto*
  - ✓ AFCLC has honed the DL design-development-delivery process – *inform transf.*
  - ✓ Student demand for learning exceeds the 2 existing courses – *expand impact*
- **Recommend at EPR 5 CLC brief:**
  - ADDIE process for 3 CCAF courses (refresh, sequence, thruput, etc.)
  - Design of 3<sup>rd</sup> course (topic, plan, links to EPME-Next/OPME-T/BAS, etc.)



# Proposed QEP Communication Plan (AY14-15)



**AY**

**AY14**

**AY15**

**Mo. Yr.**

**Event**

**Focus**

***Audience***

**Oct 2013**

**EPR 4**

General QEP information blitz and update on progress

*Air University*

**Jan 2014+**

**Mid-Year Review**

Schools tell their QEP success stories

*Air University*

**Aug 2014**

**EPR 5**

AU's five year progress in enhancing students' 3C

*AU , AETC + USAF LRC Community*

**Mar 2015**

**Impact Report**

AU's contribution to preparing Airmen for 21<sup>st</sup> Century missions

*AU, AETC + USAF LRC Community*

**Dec 2015**

**SACS Results**

AU's innovative and transformative approach to 3C education

*USAF, other DoD + Civilian Educators*



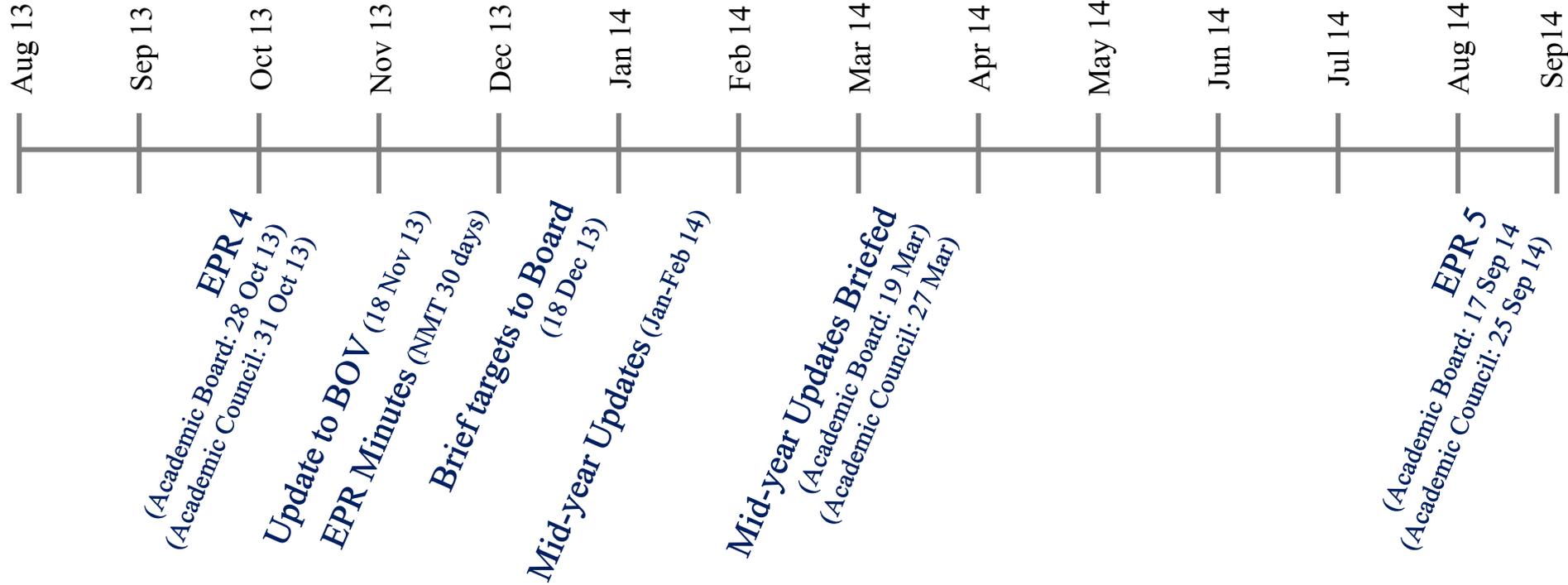
# Summary of AY14 Recommendations



1. Brief *Bo V-AA Subcommittee* & keep engaged for remainder of QEP
2. Schedule QEP *Mid-year & EPR 5* to Academic Board & Council
3. Set *AY14 targets* (what do we hope to achieve re. student learning)
4. Establish *med.-large effect size* as assessment target (as appropriate)
5. Increase reporting of results in *longitudinal* fashion (over 3-5 years)
6. Include initial discussion of *institutional lessons learned* in EPR 5
7. Begin drafting *AUI on QEPs* in time for selection of QEP-Next
8. Add *GOPAC* to QEP for AY14 (with assessment data from 12 & 13)
9. Design a *new CCAF course* to build Enlisted 3C Corps & inform transf.
10. Increase role of AU expert faculty earlier in ISD cycle (*curric. dev. & PD*)
11. Initiate robust & targeted *communication plan*



# AY14 QEP Timeline/Milestones





# Questions?



**Dr. Selmeski**

QEP Director

[brian.selmeski@us.af.mil](mailto:brian.selmeski@us.af.mil)

953-3063

[www.culture.af.mil/qep](http://www.culture.af.mil/qep)



THE AIR UNIVERSITY



# Back-up Slides



# Culture Field Guides



**AY10:** 2 – Iraq & Afghanistan (AFCLC \$)

**AY11:** 2 – Kenya & Ethiopia (CNAF \$) [4]

**AY12:** 8 – Sudan/S. Sudan, Mali, Nigeria, Morocco, Botswana, Rwanda, Senegal & Ghana (CNAF \$) [12]

**AY13:** 5 – Mauritania, Uganda, Tanzania, S. Africa (CNAF \$) & Philippines (AFCLC \$) [17]

**AY14:** 11 – Djibouti, Niger, Algeria, Gabon, Tunisia, Angola, Cameroon, D.R. Congo, Burundi, Burkina Faso (CNAF \$) & Republic of S. Korea (AFCLC \$) [28] [Return](#)



# AY13 Culture Field Guides



*Expeditionary Culture Field Guide*

**UGANDA**

*Expeditionary Culture Field Guide*

**SOUTH AFRICA**

*Expeditionary Culture Field Guide*

**MAURITANIA**

*Expeditionary Culture Field Guide*

**TANZANIA**

*Expeditionary Culture Field Guide*

**PHILIPPINES**



# Cultural Studies Project: using research to enhance education



## Expansion of research efforts...

- ✓ 120 surveys + several dozen interviews
- ✓ Travel to interview recently redeployed Airmen
- ✓ Visits from recently redeployed Airmen
- ✓ Targeted recruitment of U students & leaders

## Integration to curriculum/assessment...

- ✓ CCAF courses (ITC & OCC)
- ✓ Barnes Center (NCOA & SINCOA)
- ✓ OTS (BOT) TELL YOUR AIR FORCE STORY
- ✓ Spaatz Center (SOS)



<http://culture.af.mil/CSP/>

## Example:

*As a Contractor Officer in an overseas location, you have contracted with local companies to provide the required base services. A few months after hiring local workers you have received several complaints that the workers are not performing their jobs satisfactorily and very young, elderly or injured individuals were hired to perform labor-intensive work. As the tasks were very clearly stated in the contract and agreed to during the contractor kick-off meeting, you don't understand why the contractor would clearly send individuals who could not perform high quality work. During several follow-on meetings, the managers of the local companies argued that the people they hired were dependable, and that it was the right thing to do to hire them. You had to threaten to end the project before the companies helped you find people truly capable of doing the work. During this process you learn that the culture of the host nation is primarily a collectivist one. How would this help explain what happened?*

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# Cross-Cultural Negotiation



A collage of various documents, photos, and logos related to the Cross-Cultural Negotiation program. The central text reads "AIR FORCE NEGOTIATION CENTER OF EXCELLENCE". To the left is the logo for the Defense Language and National Security Education Office (DLNSEO), which includes a globe and the text "DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE" and "DLNSEO". To the right is the Air University logo. The background features several overlapping documents with text and images of people.

## CROSS CULTURAL NEGOTIATION

- Collaborative effort: OSD (\$), JKO (tech) & AU (NCE, CLC & students)
- Need: identified by OSD (Def. Lang. & National Sec. Education Office)
- Development: 3 courses; 12 mo. cycle, completed in Summer 13
- Uses: pre-deployment, PD, integration to educational curricula, etc.

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# Outreach: using technology to reach Airmen



2A DISPATCH Sept. 7, 2012

NEWS

## AU focuses on cross-culture education

**AFCLC**  
Defense Branch, Air Force  
Culture & Language Center

**AFCLC – Outreach**  
Draft QEP Commander's Call Topic  
7 Nov 2012

**Discussion Summary:** All universities accredited by SACS, the Southern Association of Colleges of Schools, must have a Quality Enhancement Plan (QEP). As part of the SACS accreditation process, an institution selects a topic, and SACS evaluates the topic off standard criteria. Institutions then create and implement their own specially-tailored QEP for the following five-year period. At Air University, our topic is developing cross-culturally competent Airmen. AU chose this topic because developing Airmen's cross-cultural competence helps achieve mission success while reducing the potential consequences of operating in culturally-complex environments. SACS rigorously evaluates an institution's progress in achieving the QEP objectives. Institutions must show direct measures of how they have improved student learning. Failure to meet these objectives can result in a university losing its accreditation.

1. QEP Overview
  - a. A QEP isn't a document that's created and then put on a shelf until SACS comes to evaluate; it must be used as the framework in an ongoing process to improve student learning.
  - b. Evaluation must show that an institution has been systematically working to implement the plan, or SACS may not re-affirm accreditation.
  - c. AU's plan was created in 2009, and the first five-year review is submitted in 2015. The 2012-2013 academic year is critical. The fourth year of implementation is where SACS expects to see measurable results.
  - d. The Air Force Culture and Language Center (AFCLC) is the focal point for cross-cultural competence at AU.
2. Commander's Responsibilities
  - a. Ensure faculty and staff have a general understanding of the QEP, and why cross-cultural competence is important to Airmen, as well being important as to AU's accreditation.
  - b. Create an environment that fosters the goals of the QEP by encouraging cooperation between their staff and the AFCLC. The AFCLC can help organizations develop and deliver curriculum, as well as assess the outcomes of instruction.
  - c. Monitor the progress of cross-cultural competence learning efforts within your organization.
  - d. Regularly emphasize the responsibility staff members have in ensuring the success of AU's reaccreditation. Communicate this message at commander's calls, staff meetings and other opportunities.

For more information, see [www.culture.af.mil/QEP](http://www.culture.af.mil/QEP).

1



**Commander's  
Action Line**

The Commander's Action Line provides base visitors and the Maxwell-Gunter community with a direct link to me as installation commander. Anyone can submit questions, concerns or issues that cannot be resolved through traditional chain of command communication and coordination. I commit to you that I will ensure coordination on your questions, but request that you use constructive communication with those closest to your issue before seeking action line resolution. I also appreciate those who take time to comment on processes that are working well. The e-mail address is [actionline@maxwell.af.mil](mailto:actionline@maxwell.af.mil). Provide your comment, your name and contact information so I can respond with an answer or solution.

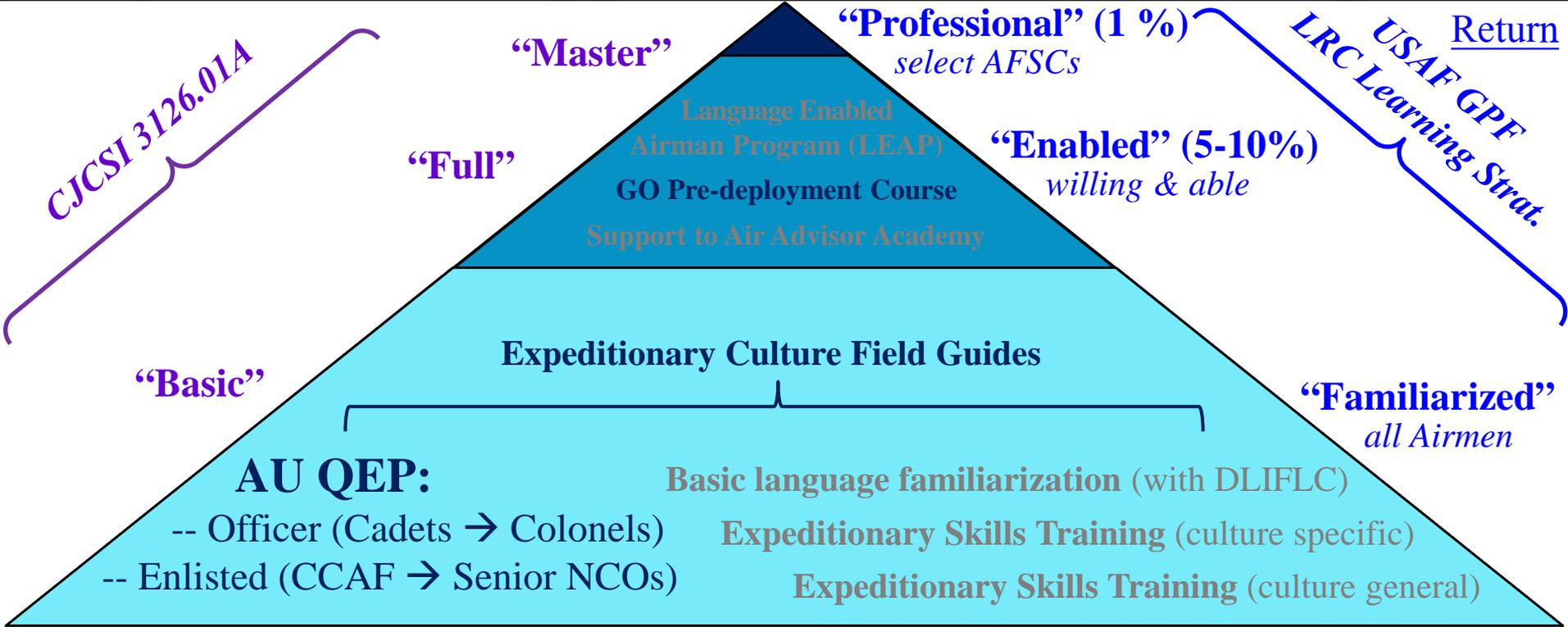
**Col. Trent H. Edwards**  
42nd Air Base Wing commander

Page path level 1	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	% Exit
	353,437	278,420	00:01:47	39.62%	37.82%
% of Total: 100.00% (353,437)	% of Total: 100.00% (278,420)	Site Avg: 00:01:47 (0.30%)	Site Avg: 39.52% (0.37%)	Site Avg: 37.82% (0.37%)	
1. /courses/	61,554	44,935	00:01:09	22.27%	23.54%
2. /aaqi/	54,922	41,461	00:02:08	48.99%	37.32%
3. /culture_introcultureclass.aspx	54,409	41,911	00:02:51	68.16%	51.31%
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5. /culture_intro3class.aspx	27,873	22,623	00:02:18	66.64%	44.00%

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# AU's QEP is the Foundation of USAF's Approach to LRC Learning



**All Airmen need something – only some need everything!**