



THE AIR UNIVERSITY



Educational Program Review

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

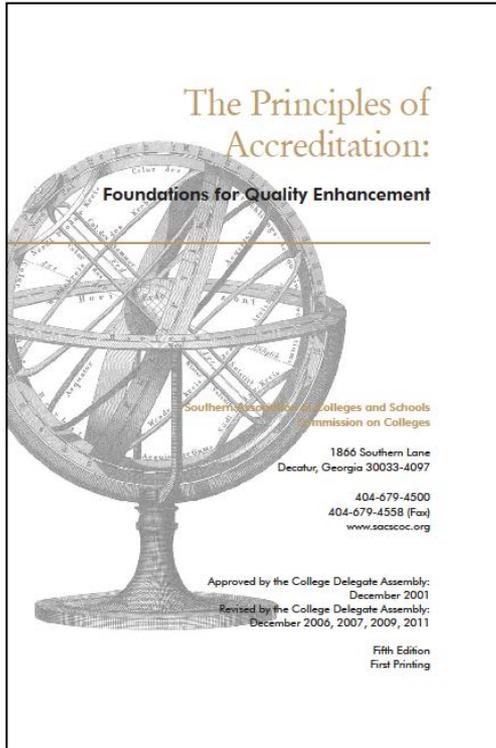
*AY14 Execution / AY15+ Sustainment
and Impact Report*

Academic Council: 8 September 2014

Board of Visitors: 17 November 2014



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 topic, SACSCOC then evaluates the Plan on:

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



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." **EPR**



AY14 Bottom Line Up Front



1. Curriculum

- 1.1. GOPAC added to QEP, but small student numbers
- 1.2. New DL course for CCAF credit was not developed due to faculty limitations
- 1.3. Most curriculum underwent only minor changes (reaching steady state?)
- 1.4. EPME Transformation (blended/distance) introduced new challenges

2. Assessment

- 2.1. Continued targeting of statistical significant change with a large/medium effect size
- 2.2. General success with SLOs 1 & 2 (knowledge & skills), when we set targets
- 2.3. Improvements to measuring SLO 3 (attitudes), difficult (esp. DL) & slow to change
- 2.4. Improvements to measuring SLO 4 (application), correlation presented as effect size

3. Professional Development

- 3.1. Travel restrictions limited external PD
- 3.2. Internal PD did not fully leverage expertise across AU

4. Academic Support (AU-wide)

- 4.1. Governance:
 - 4.1.1. Did not document programs' new targets or mid-year rev.
 - 4.1.2. Developed/documented EPR from schools' worksheets
- 4.2. Specialized Faculty:
 - 4.2.1. Loss of ADs/slow hiring limited QEP impact
 - 4.2.2. Specialized faculty integrated more to electives than core
- 4.3. Learning Resources:
 - 4.3.1. MSFRIC collection is world-class and still improving
 - 4.3.2. New Culture Field Guides published/more accessible



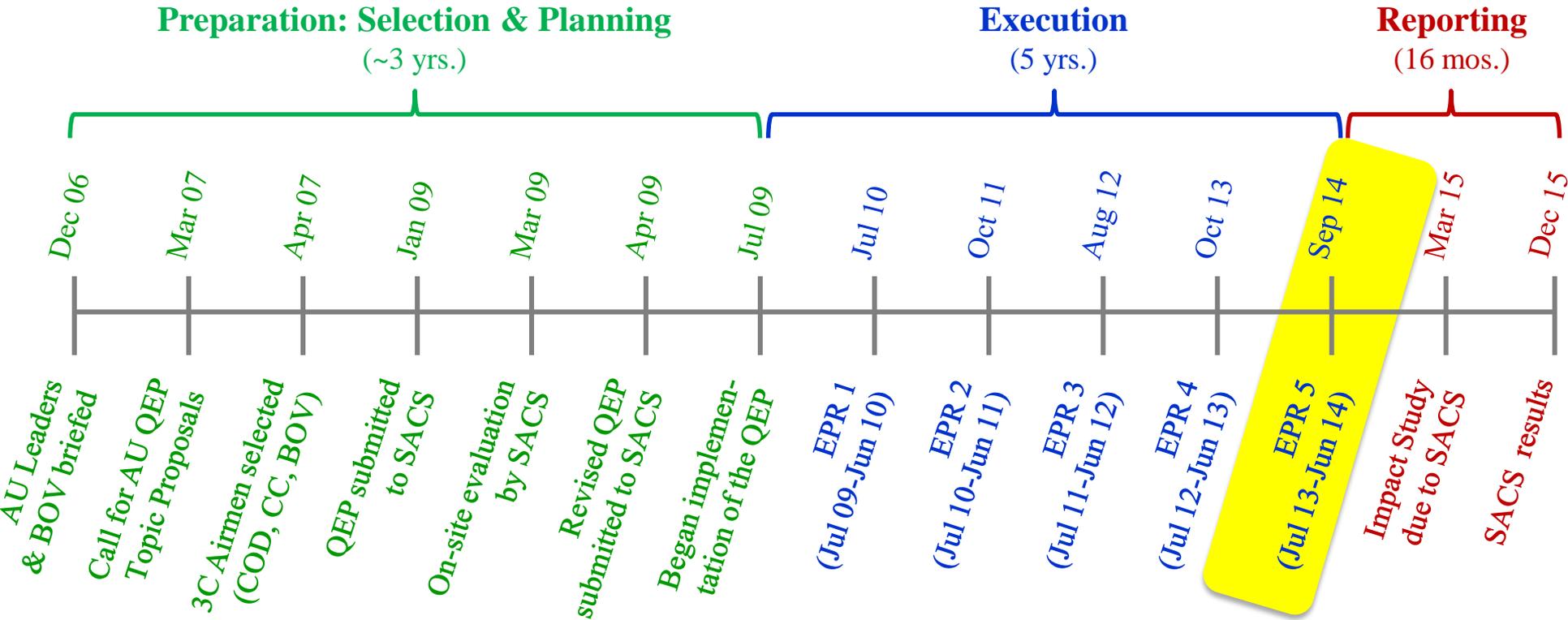
Agenda



- 1. Brief review of AU's QEP**
- 2. Review of AY14 execution & plans for post-QEP:**
 - Summary (Assessment): SLOs for Enlisted & Officer Schools
 - Schools (Curriculum, Assessment, PD & Plans): ITC, CCC, ALS, NCOA, AFSNCOA, OTS (BOT), IOS, SOS, ACSC (Res), ACSC (DL 6.0), AWC (Res) & GOPAC
 - AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Administration & Outreach
- 3. Way Ahead for QEP Impact Report**

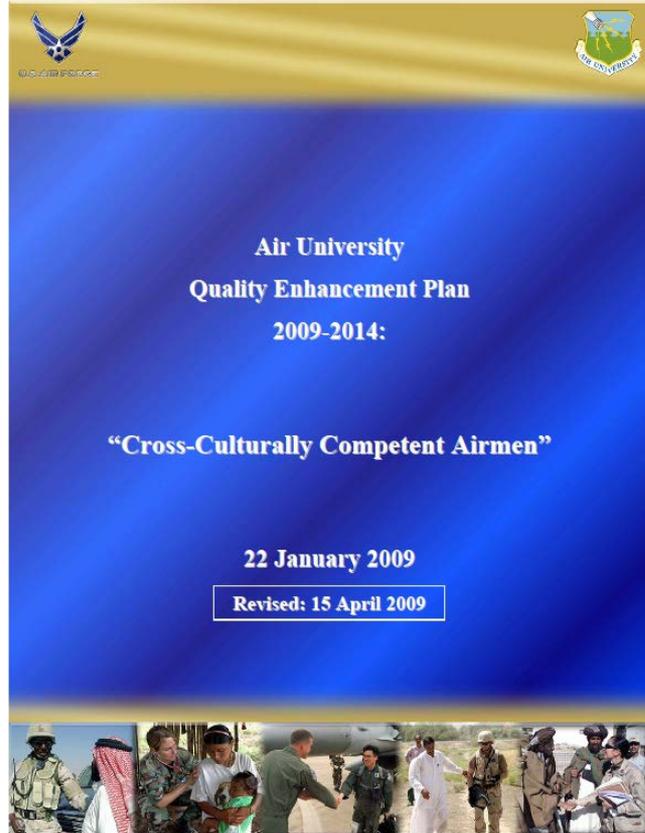


AU QEP Timeline: 10 yr. Cycle / 9 yr. Process Ideally





Brief Recap of AU's QEP



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 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**



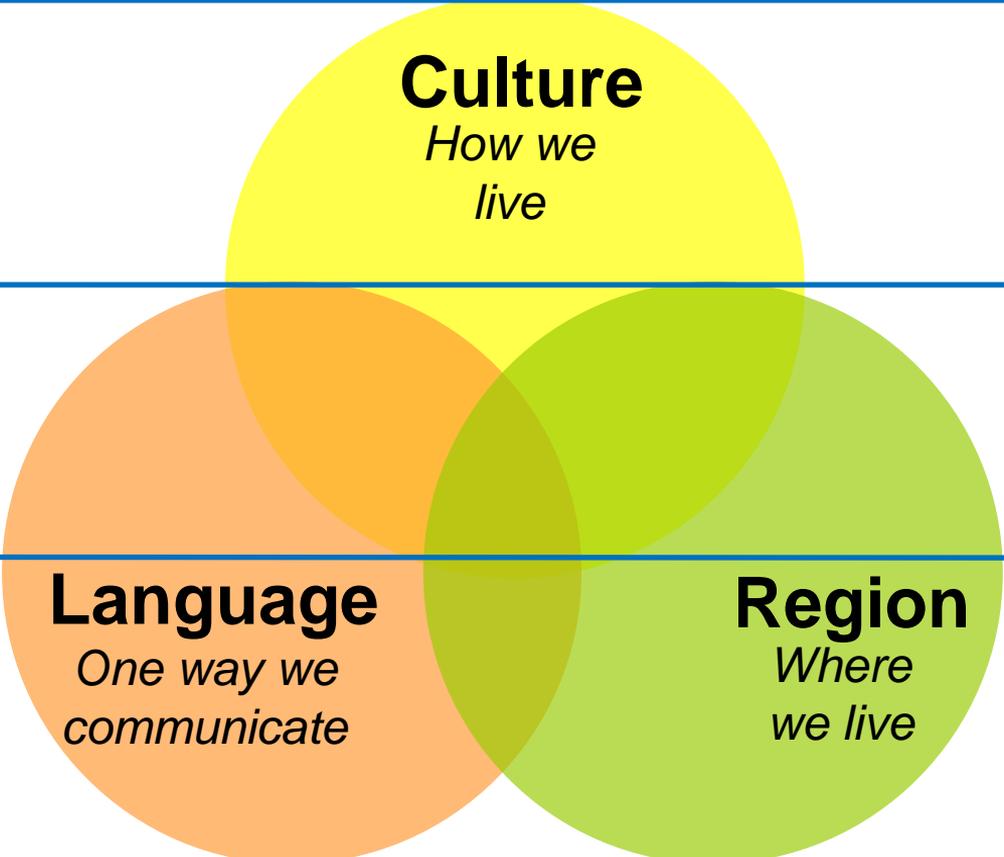
Conceptualizing 3C



Primary focus of QEP (SLOs 1&2)

Secondary focus of QEP (SLO 4)

~~Not an emphasis of QEP~~



Culture-General

Culture-Specific

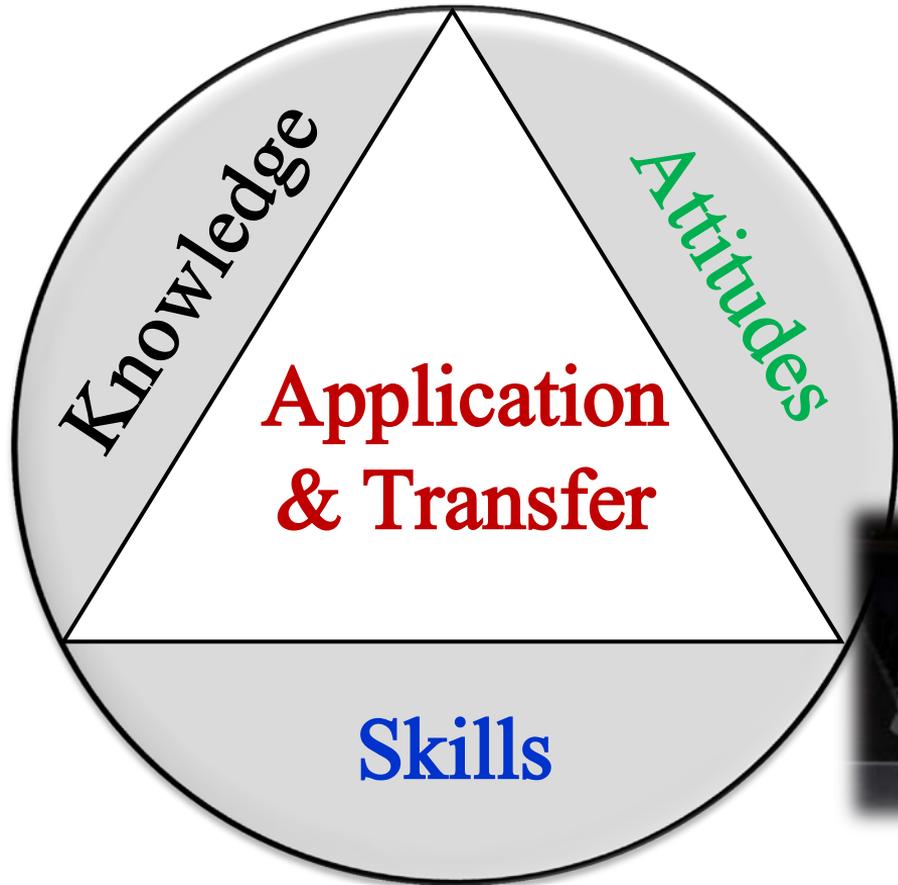
Culture
How we live

Language
One way we communicate

Region
Where we live



Components of 3C





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. University-wide administration/reporting



Assessment of Student Learning Outcomes (SLOs)



SLOs	Topics	Assessment Techniques
1. Knowledge (Declarative)	<ul style="list-style-type: none">➤ Cultural concepts➤ 12 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">➤ CC communication➤ CC negotiation➤ Perspective taking➤ CC self-efficacy➤ CC decision making	<ul style="list-style-type: none">➤ Pre/Post tests➤ Scenario-based measures➤ Self-report measures
3. Attitudes	<ul style="list-style-type: none">➤ Willingness to engage➤ Flexibility/adaptability	<ul style="list-style-type: none">➤ Pre/Post tests➤ Self-report measures➤ Wiki participation
4. Application (in Novel Contexts)	<ul style="list-style-type: none">➤ Ability to apply in the educational environment	<ul style="list-style-type: none">➤ Situational judgment tests➤ Case studies➤ Simulations/exercises➤ Follow-on surveys/interviews



QEP Implementation



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

GOPAC (EPR 4)

AF Fellows (EPR 2)



0 2 4 6 8 10 12 14 16 18 20



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

Airman Leadership School (EPR 3)

NCO Academy (EPR 1)

Senior NCO Academy



Agenda



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- Schools (Curriculum, Assessment & PD): ITC, CCC, ALS, NCOA, AFSNCOA, OTS (BOT), IOS, SOS, ACSC (Res), ACSC (DL 6.0), AWC (Res) & GOPAC
- AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Administration & Outreach

3. Way Ahead for QEP Impact Report



AY 14 SLO-based Assessment Summary (Enlisted)



Schools <i>SLOs</i>	Introduction to Culture (CLC/CCAF)	Cross-Cultural Communication (CLC/CCAF)	Airman Leadership School	Non-commissioned Officer Academy	AF Senior Non-commissioned Officer Academy
<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 14 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	GO Pre-deployment Acculturation
<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



AY14 Curriculum:

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

AY14 Professional Development:

- School/Program
- AU
- External

AY14 Assessment:

[More](#)

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

AY15 Changes:

- Curriculum
- Assessment
- Professional Development



CLC/CCAF–Introduction to Culture (ITC) Course



AY14 Curriculum: (asynch., self-paced, DL)

- **Summary:** 2 iterations (12 lessons, 45 hrs.)
- **Students:** 2,200 enrolled (+10%); 1,639 completed (75%); 1,270 passed (78%)
 - **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)

AY14 Professional Development:

- **ITC:** Fac. SME = prof. of record/sole instructor
- **AU:** Fac. collaboration w/ AFCLC Asmt.
- **Ext.:** N/A

AY14 Assessment:

[More](#)

- **Summary:** Met 3 targets; missed 1 target
- **Process:** Refined assessment; refreshed content
 - **SLO 1:** ~~+39%~~ pre/post (~~+30%~~); stat. sig. change (large effect)
 - **SLO 2:** 2 skills=stat. sig. change (1 medium & 1 small effect)
 - **SLO 3:** 2 attitudes=marginal stat. sig. change (no effect)
 - **SLO 4:** SJT results correlated to course grade (large effect) & 3/4 post-course attitudes

AY15 Changes:

- **IT+Stu. Spt.:**=slow growth
- **Curric.:** Continue refreshing course content
- **Asmt.:** Improve & expand SJTs & test bank
- **Prof. Dev.:** Resource dependent



CLC/CCAF–Cross-Cultural Communication (CCC) Course



AY14 Curriculum: (asynch., self-paced, DL)

- **Summary:** 2 iterations (12 lessons, 45 hrs.)
- **Students:** 930 enrolled (+77%); 842 completed (91%); 772 passed (92%)
 - **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

AY14 Professional Development:

- **CCC:** Fac. SME=prof. of record (left AU)
- **AU:** Fac. collaboration w/ AFCLC Asmt.
- **Ext.:** Fac. attended workshop at prof. assoc.

AY14 Assessment:

[More](#)

- **Summary:** Met 2 targets; approached 2 targets
- **Process:** New SJTs; added persp. taking
 - **SLO 1:** ~~+21% pre/post (+30%)~~; stat. sig. change (large effect)
 - **SLO 2:** 3 skills=stat. sig. change (large effect)
 - **SLO 3:** 2 attitudes=stat. sig. change (small effect)
 - **SLO 4:** SJT results correlated to overall course grade (small effect); not to skills/attitudes

AY15 Changes:

- **Curric.:** Maintain until new prof. hired
- **Asmt.:** Maintain until new prof. hired
- **Prof. Dev.:** Hire new prof.



Barnes–ALS



AY14 Curriculum:

- **Summary:** 2-hrs. dedicated in EA03
- **Students:** 15,409 E-4s
 - SLO 1: Basic cultural concepts & bias
 - SLO 2: Culture + behavior, communication & perspective taking
 - SLO 3: N/A
 - SLO 4: N/A

AY14 Professional Development:

- **ALS:** Integrated into ISTs
- **AU:** N/A
- **Ext.:** N/A

AY14 Assessment:

- **Summary:** Sustained from AY13
 - SLO 1: +33% in pre/post & summative; stat. sig. change (large effect)
 - SLO 2: Rubric-guided feedback to students; all earned an overall “go” (w/ possible remediation)
 - SLO 3: N/A
 - SLO 4: Post-course survey: 97% feel the 3C lessons improved their abilities & attributes

AY15 Changes:

- **Curric.:** No changes planned (depends on EPME Transformation)
- **Asmt.:** No changes planned
- **Prof. Dev.:** TBD (depends on EPME Transf.)



Barnes–NCOA



AY14 Curriculum:

- **Summary:** 2-hrs. dedicated in OA03 – converted to distance learning program
- **Students:** 8,824 E-6s
 - SLO 1: Adaptability: contrasting US vs. other cultures; linking culture & behavior
 - SLO 2: Influence: respect, networks & relations
 - SLO 3: N/A
 - SLO 4: N/A

AY14 Professional Development:

- **NCOA:** Integrated into ISTs
- **AU:** N/A
- **Ext.:** N/A

AY14 Assessment:

- **Process:** Cognitive testing occurs in residence
 - SLO 1: ~~+35% in pre/post & summative~~; stat. sig. change (large effect)
 - SLO 2: Rubric-guided feedback to students; all earned an overall “go” (w/ possible remediation)
 - SLO 3: N/A
 - SLO 4: Post-course survey: 97% feel the 3C lessons improved their abilities & attributes

AY15 Changes:

- **Curric.:** Shift to blended learning; other changes possible (depends on EPME Transf.)
- **Asmt.:** No changes planned at this point
- **Prof. Dev.:** TBD (depends on EPME Transf.)



Barnes—AFSNCOA



AY14 Curriculum:

- **Summary:** Portions of 3C curriculum converted to distance learning
- **Students:** 1,487 E-7/8s
 - **SLO 1:** Agility/systems: Culture + planning/ ops. for USAF, HN & Adversaries
 - **SLO 2:** Advanced Leadership Experience (ALE): cc communication & negotiation
 - **SLO 3:** N/A
 - **SLO 4:** Simulated cc scenarios (neg. ex.)

AY14 Professional Development:

- **AFSNCOA:** Integrated into ISTs
- **AU:** AFCLC assist. w/ cc comm. & neg.
- **Ext.:** N/A

AY14 Assessment:

- **Process:** Cognitive testing in residence; no pre-test for SLO 1
- **SLO 1:** Average Ease Index shows 31% decrease in self-directed vs. instructor-led
- **SLO 2:** Negotiation skills discussed w/ faculty after ALE
- **SLO 3:** N/A
- **SLO 4:** Post-course survey: 96% feel the 3C lessons improved their ability to lead

AY15 Changes:

- **Curric.:** Knowledge checks; more cc neg.
- **Asmt.:** Create rubric-based evaluations
- **Prof. Dev.:** TBD (depends on EPME Transf.)



Holm-OTS (BOT)



AY14 Curriculum:

- **Summary:** 5 hours of more focused, practical and applied curriculum
- **Students:** 594 enrolled [+1,906 AMS, COT & CALT] [+AFROTC] /555 completed
 - **SLO 1:** 13 cog. samples of behavior; foundational concepts; anchored in BP
 - **SLO 2:** Persp. taking; cc. comm; efficacy
 - **SLO 3:** Willingness to engage; cc flex./adapt.
 - **SLO 4:** New scenario-based exercises

AY14 Professional Development:

- **OTS:** New instructor IST; 15-min. tutorials
- **AU:** Close collab. w/ AFCLC faculty
- **Ext.:** N/A due to funding/travel restrictions

AY14 Assessment:

[More](#)

- **Process:** 376 sampled; w/in subjects analysis not possible
- **SLO 1:** +34% pre/post (~~+30%~~); stat. sig. change (large effect)
- **SLO 2:** 4 skills=stat. sig. change (1 med, 3 small effect)
- **SLO 3:** 2 attitudes=no stat. sig. change (no effect)
- **SLO 4:** Pilot of 2 pre/post SJT items=stat. sig. change (small effect)

AY15 Changes:

- **Curric.:** Increase focus on IW and BP
- **Asmt.:** Revise scenario-based items (SLO 4)
- **Prof. Dev.:** Continue



Spaatz–IOS



AY14 Curriculum:

- **Summary:** Prep courses for SOS, ACSC & AWC
- **Students:** SOS (Oct 13, Jan & Mar 14)=58 IOs; ACSC (Jul 13)=75 IOs ; AWC (Jun 13)=44 IFs
- **Curriculum:**
 - **SLO 1:** US culture lessons (+ 15 min) & field studies program
 - **SLO 2:** US comm. (+15 min) & English inst.
 - **SLO 3:** Not addressed in program
 - **SLO 4:** Occurs @ SOS, ACSC & AWC

AY14 Professional Development:

- **IOS:** Internal FD for SOS, ACSC & AWC Prep
- **AU:** AFCLC & NCE-led faculty development workshops; ISD, Pol-Mil Ex., AIC
- **Ext.:** 2 academic conf. + 2 AF tng. courses

AY14 Assessment:

- **Summary:** Voluntarily set targets for SLOs 1 & 2 at 2013 EPR; met both targets
- **SLO 1:** Improved understanding of US society & values = 95-100% pos. (85%)
- **SLO 2:** Improved communication = 94-100% pos. (85%)
- **SLO 3:** N/A
- **SLO 4:** Improved/demonstrated understanding & in class communication = 86-100%+ pos.

AY15 Changes:

- **Curric.:** Further lengthen AFCLC lectures
- **Asmt.:** Target of 85% positive gaining faculty responses for SLO 4
- **Prof. Dev.:** Continue



Spaatz–SOS



AY14 Curriculum:

- **Core:** Foundational lessons (3C + CC Neg.) and 3 exercises (3,655 students)
 - **SLO 1:** 3C Lesson & CC Negotiation Lesson
 - **SLO 2:** CC Negotiation & Barnga Exercise
 - **SLO 3:** Barnga Exercise
 - **SLO 4:** Ops. Wilderness & Galaxy + Barnga
- **Electives:** Doubled the number related to 3C

AY14 Professional Development:

- **SOS:** 3 PDs on foundational lessons & Barnga
- **AU:** AFCLC/NCE content
- **Ext.:** Collaboration on negotiation exercise

AY14 Assessment:

- **Summary:** Embedded assessment in lieu of targets for SLOs 1, 2 & 4 per 2013 EPR:
 - **SLO 1:** No target set (embedded assessed)
 - **SLO 2:** 3 skills=stat. sig. change (medium effect)
 - **SLO 3:** No target set (embedded assessment)
 - **SLO 4:** No target set (embedded assessment in Barnga)

AY15 Changes:

- **Curric.:** Expand negotiation exercise
- **Asmt.:** Assess individuals in Barnga
- **Prof. Dev.:** Continue



Spaatz–ACSC (Residence)



AY14 Curriculum:

- **Core:** Reg./Cult. Studies – 45 hrs., 540 students
- **PAS:** 14-part elective w/ CC Comm. & Neg. – select group of students
- **Electives:** CC Comm., CC Neg., Systems, Tribalism, US Mil. Culture (IOs)–36 hrs. ea
 - SLO 1: RCS (17 hrs. lecture/27 hrs. seminar)
 - SLO 2: CC Comm. (1 hr. lect./2 hrs. seminar)
 - SLO 3: IO participation & extra-curriculars
 - SLO 4: Electives & PAS

AY14 Professional Development:

- **ACSC:** FD prior to CS lessons;
- **AU:** 2 AFCLC faculty taught CS + 3 lectures
- **Ext.:** CS Dir. attended SIIC; 3 Cmdt's Speakers ; 2 int'l defense college visits

AY14 Assessment:

- **Core:** added QEP items to pre/post surveys
 - SLO 1: CS=99% met standard on final exam; 83-88% pos. response in EOC student survey; 88-100% pos. response in EOC faculty survey
 - SLO 2: 4 skills=stat. sig. change (large effect)
 - SLO 3: 1 attitude=stat. sig. change (small to medium effect)
 - SLO 4: N/A

AY15 Changes:

- **Curric.:** Continue CS; new electives (C+L)
- **Asmt.:** No change to SLO 1; slight revisions to SLOs 2 & 3
- **Prof. Dev.:** Continue



Spaatz–ACSC (DL 6.0)



AY14 Curriculum:

- **Summary:** 2 lessons in Critical Thinking (CT) portion of **Orientation & Introduction (ORIN)** – not for credit, required prior to starting DL 6.0
- **Students:** Rolling admissions – 4,524 Majors/ selects & civs. completed
 - **SLO 1:** Foundational concepts
 - **SLO 2:** CC persp. taking & decision making
 - **SLO 3:** Self regulation (PRIO)
 - **SLO 4:** Understand context & apply skills

AY14 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*)

AY14 Assessment:

- **Approach:** Progress checks (PCs)/SJTs assess knowledge & application (80% to progress); can re-take (program>learning assessment)
- **Also:** Sample of 1,919 students' SJT answers:
 - **SLO 1:** 67% correct on PC/SJT q's
 - **SLO 2:** 67% correct on PC/SJT q's; post-ORIN self-report on 3 skills ≈ ITC/CCC
 - **SLO 3:** 54% correct on PC/SJT q's (harder)
 - **SLO 4:** 66% correct on PC/SJT q's

AY15 Changes:

- **Curric.:** More actual examples; expand SJTs
- **Asmt.:** Refine SJT questions (SLOs 3 & 4)
- **Prof. Dev.:** Fac. paper accepted for pub. by *International Journal of Intercultural Research*



Spaatz–AWC (Residence)



AY14 Curriculum:

- **Core:** RCS, FS, JSL, NSDM, WAR, GS, Capstone courses (244/245 students grad.)
- **Electives:** “CC Negotiation,” “3C for Senior Leaders” & “Asian Century” + Term IV
- **SLO 1:** 16 IPs (FS, JSL, NSDM, WAR & GS)
- **SLO 2:** CC negotiation, RCS classes & trips
- **SLO 3:** IF brown bags, participation in seminar & other activities (e.g., cultural festival)
- **SLO 4:** RCS field visits, cc negotiation exercise & Global Challenge Capstone Ex.

AY14 Professional Development:

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

AY14 Assessment:

- **Summary:** Met target for stat. sig. set in EPR 3
- **Approach:** Expanded pre/post survey (SLO 2)
 - **SLO 1:** Final exams = 90%+ good/sat
 - **SLO 2:** 3 skills =stat. sig. change (large effect)
 - **SLO 3:** Self-report survey of opportunities to build relations/learn from IFs = 89% pos.
 - **SLO 4:** Faculty rated 100% as passing on cc negotiation exercise & external assessors rated each seminar as at least “good/satisfactory”

AY15 Changes:

- **Curric.:** US-Philippines War IP; no 3C elective
- **Asmt.:** No significant changes
- **Prof. Dev.:** No significant changes



CLC-GOPAC



AY14 Curriculum:

- **Summary:** 2 courses; 30 hrs. ea. (15=language)
- **Students:** 3 GOs (#27, 28 & 29)
- **SLO 1:** Culture general for GOs with minimal deployment experience/culture specific for all
- **SLO 2:** CC communication, negotiation & working with interpreters
- **SLO 3:** Addressed indirectly in other lessons
- **SLO 4:** Capstone Exercise (scenario-based key leader engagement)

AY14 Professional Development:

- **CLC:** N/A
- **AU:** N/A
- **Ext.:** None focused on exec. ed.

AY14 Assessment:

- **Summary:** Pilot, no specific targets set & small sample size; focus on SLO 4
- **SLO 1:** Piloted 26-item pre/post survey; fac. + students' post ratings were consistent
- **SLO 2:** Piloted 9-item pre/post survey; fac. post ratings were higher than students'
- **SLO 3:** IDI used as diagnostic & insight tool
- **SLO 4:** Faculty observers employed rubric and provided feedback

AY15 Changes:

- **Curric.:** Balance between tailored & standard
- **Asmt.:** Improve pre-course assessment
- **Prof. Dev.:** TBD based on resources



AU-wide Academic Support



Specialized Faculty

AY14:

- 3 more faculty departed AFCLC
- Now 5 vacant AD billets @ AFCLC

AY15+:

- 2 AD searches (Dir + 1 Fac) underway
- 4 AD searches (Fac) pending

*slow and out of synch w/
civilian academic hiring cycle*

Professional Development

AY14:

- No external PD (SIIC – Portland, OR) in Summer 2014 due to travel restrictions

AY15+:

- External PD remains resource dependent
- AFCLC eager to support Schools' increased demands (ISTs → workshops)



AU-wide Academic Support: Learning Resources



AY14:

- **5 Culture Field Guides published** (22 total)
 - ✓ Synchronize tng., edu. & experience
 - ✓ Aligned w/ CNAF/CCs' priorities
 - ✓ Beginning to pivot to Asia-Pacific
 - ✓ 6 more field guides are at printers
 - ✓ Now available on public web site
- **MSFRIC**
 - ✓ CLC-FRIC MOA still pending
 - ✓ Invested ~\$15K in books/periodicals
- **CSP expanded & integrated to curriculum**
- **AU Press Series**
 - ✓ First submission withdrawn for revision

AY15:

- **11 new Culture Field Guides** (33 total)
 - ✓ Complete African package (CNAF \$)
 - ✓ Continue Asia-Pacific pivot (AFCLC \$)
 - ✓ First Latin America Guide (AFCLC \$)
 - ✓ Mobile app under development
- **MSFRIC**
 - ✓ Sign MOA to sustain efforts post-QEP
 - ✓ ~\$11K in periodicals due for renewal
- **Further expansion & integration of CSP**
- **AU Press Series**
 - ✓ First draft to be resubmitted
 - ✓ Second submission possible



AU-wide Academic Support



Governance/Administration

AY14:

- Board of Visitors briefed (per request)
- No new targets were formally established
- Mid-year review not conducted
- EPR prep through tasking from AU/CF
- Schools prepared worksheets, rev. slides
- EPR delivered to Academic Council

AY15:

- Brief the Board of Visitors (per request)
- Prepare the Impact Report
- Draft QEP AUI

AY14:

Outreach

AY15:

- Website back on-line
- Culture Field Guides now on public site
- Outreach contractor departed AFCLC
- Faculty publications from QEP

- Shift focus to big-picture:
 - Helping Airmen work across cultures
 - SACS FYIR/Impact Report



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 - AU-Wide: Specialized Faculty, Professional Development, Learning Resources, Administration & Outreach
3. **Way Ahead for QEP Impact Report**



What is a QEP Impact Report?



- An important 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.”
- The FYIR includes a **QEP Impact Report**, summarizing results of QEP (enhancements to student learning & environment)
- Due to SACS by 15 Mar 15; first draft to AU/CF by 14 Nov14
- Impact Reports are not a “sure thing” (16% failed in 3 yrs)



How do we get there from here?



Impact Report: cumulative results across AU over five years

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.**
- ➔ AUU

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	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



Report Assessment Results by Modified Phases (AY10=Phase 0)



Phase I:
(AYs 11 & 12)

Officer Training School
- Basic Officer Tng.

Baseline:
Knowledge
Skills

0 2 4

Attitudes
Application

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

International Officer School (EPR 1)

Squadron Officer School

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

Air War College

Phase II:
(AYs 13 & 14)

GOPAC (EPR 4)

Airman Leadership School (EPR 3)

NCO Academy (EPR 1)

Senior NCO Academy

Benchmark: Skills

Benchmark: Knowledge

6 8 10 12 14 16 18 20

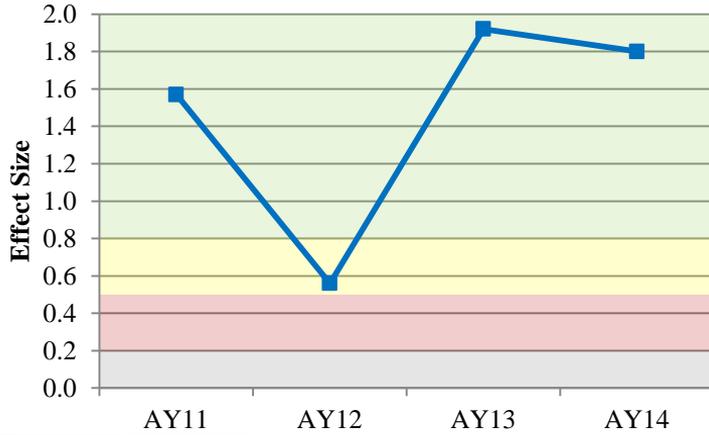


Phase I: CLC/CCAF-ITC

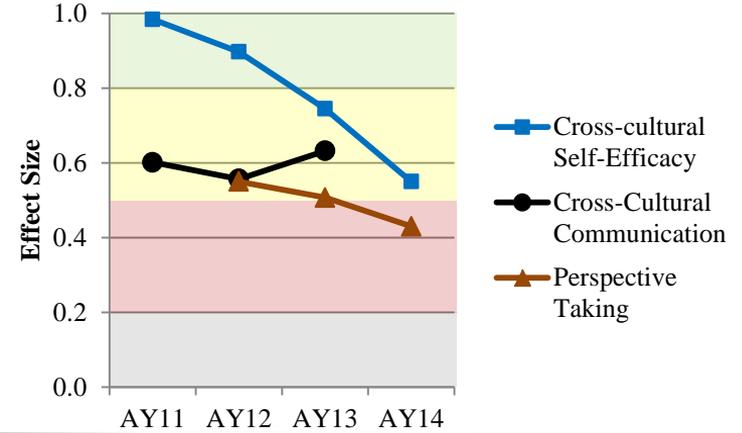
Longitudinal Benchmarks



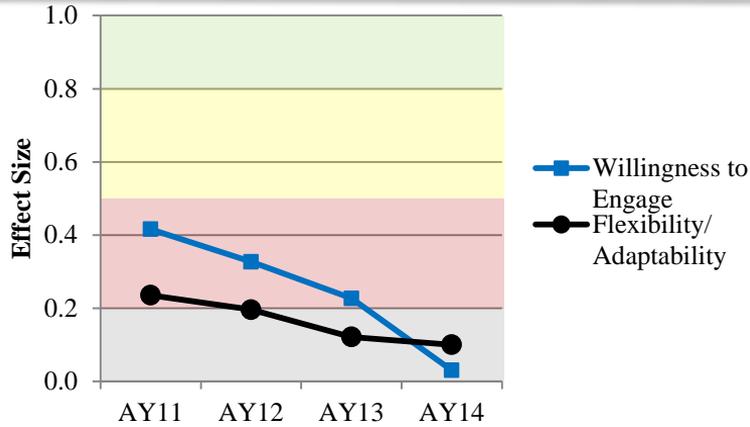
SLO 1 (knowledge)



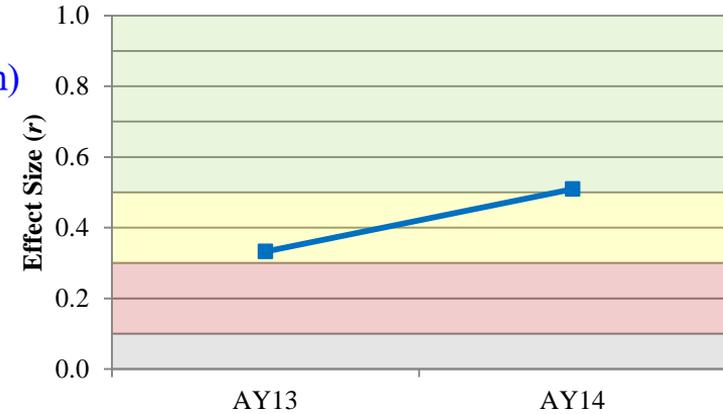
SLO 2 (skills)



SLO 3 (attitudes)



SLO 4 (application)



[Return](#)

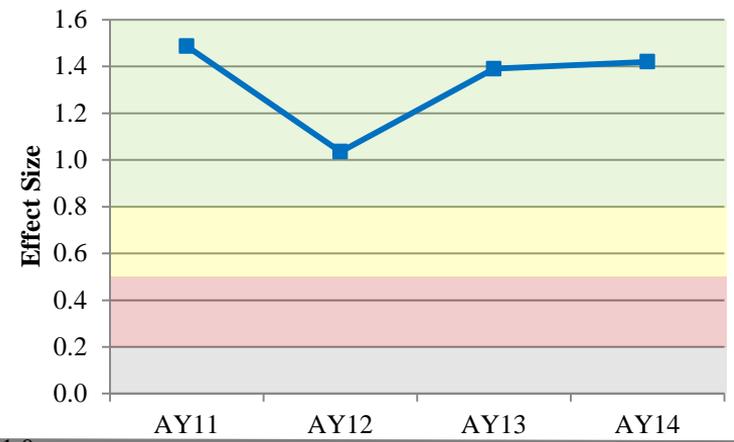


Phase I: CLC/CCAF-CCC

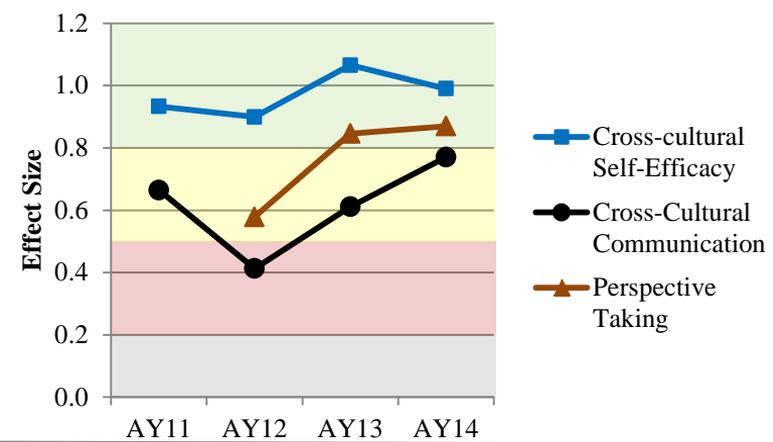
Longitudinal Benchmarks



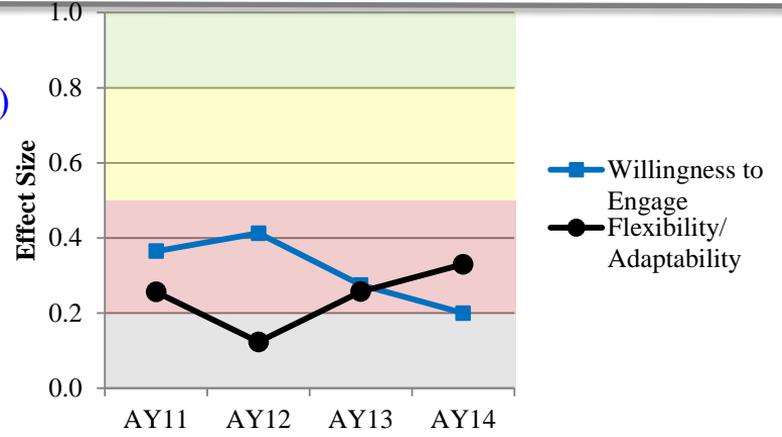
SLO 1 (knowledge)



SLO 2 (skills)

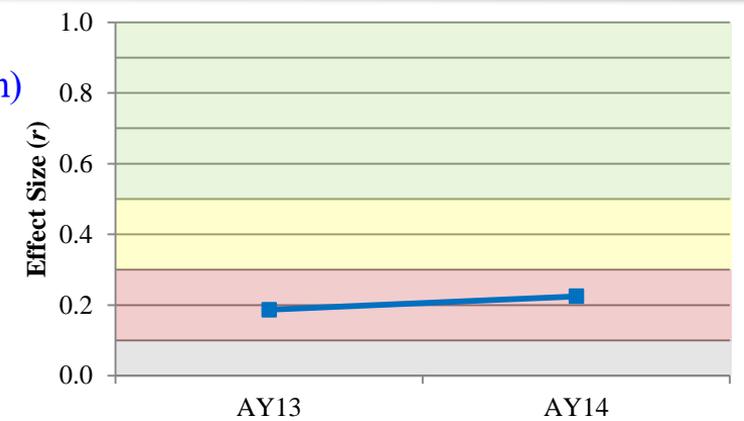


SLO 3 (attitudes)



SLO 4 (application)

Return

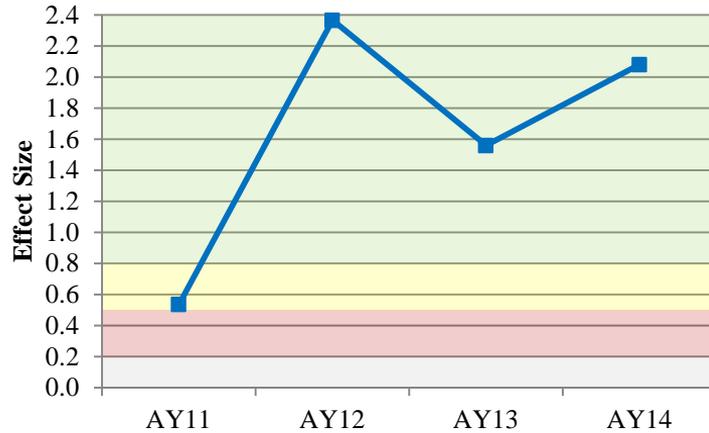




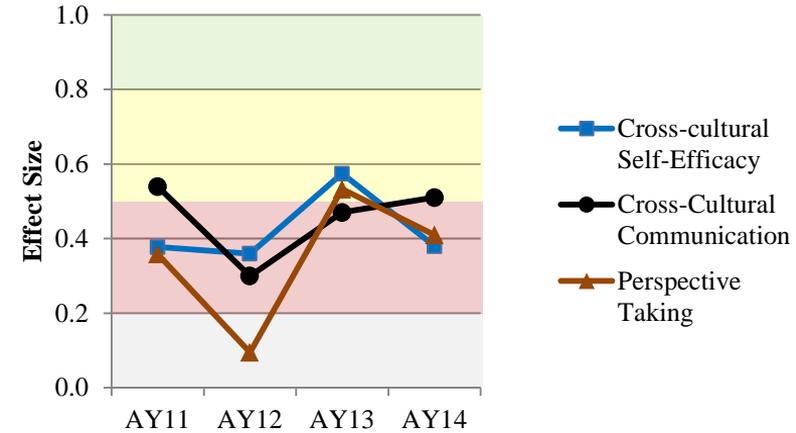
Phase I: OTS–BOT Longitudinal Benchmarks



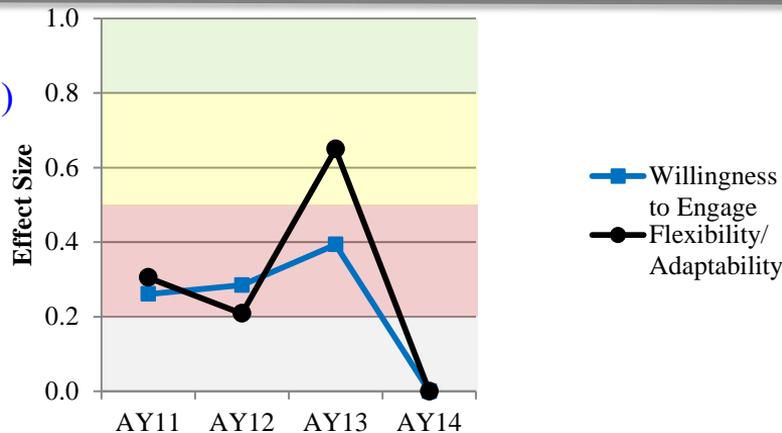
SLO 1 (knowledge)



SLO 2 (skills)

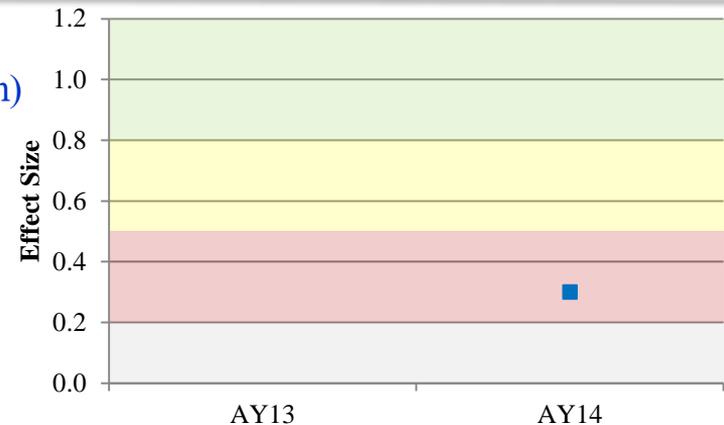


SLO 3 (attitudes)



SLO 4 (application)

Return





Phase I Programs: Assessment Summary



SLO	Variable	Course	Academic Year				Total
			2011	2012	2013	2014	
1 (Knowledge)	Knowledge	ITC	1.57	0.56	1.92	1.80	1.46
		CCC	1.49	1.03	1.39	1.42	1.33
		OTS	0.54	2.37	1.56	2.08	1.64
2 (Skills)	Perspective Taking	ITC		0.55	0.51	0.43	0.50
		CCC		0.58	0.85	0.87	0.76
		OTS	0.36	0.09	0.53	0.41	0.35
	Cross-cultural Self-Efficacy	ITC	0.98	0.90	0.74	0.55	0.79
		CCC	0.93	0.90	1.07	0.99	0.97
		OTS	0.38	0.36	0.57	0.38	0.42
	Cross-Cultural Communication	ITC	0.60	0.56	0.63		0.60
		CCC	0.66	0.41	0.61	0.77	0.61
		OTS	0.54	0.30	0.47	0.51	0.45
3 (Attitudes)	Flexibility/ Adaptability	ITC	0.24	0.20	0.12	0.10	0.16
		CCC	0.26	0.12	0.26	0.33	0.24
		OTS	0.30	0.21	0.65	0.00	0.29
	Willingness to Engage	ITC	0.42	0.33	0.23	0.03	0.25
		CCC	0.36	0.41	0.27	0.20	0.31
		OTS	0.26	0.28	0.39	0.00	0.23
4 (Application)	Application	ITC*			0.33	0.51	0.42
		CCC*			0.19	0.22	0.21
		OTS				0.30	0.30

Effect sizes:

	Pre/Post	Correlation*
Large	≥ 0.80	≥ 0.50
Medium	0.50-0.79	0.30-0.49
Small	0.20-0.49	0.11-0.29
None	≤ 0.19	≤ 0.10

Tentative take-aways:

- SLO 1: large effect=good
- SLO 2: mixed effect=reflect difficulty and course focus
- SLO 3: small effect=slow & hard to change (esp. DL)
- SLO 4: small effect=hard to measure, making progress



Phase II Programs: Enlisted Knowledge Assessment Benchmarking



SLO	Variable	Class	AY11	AY12	AY13	AY14
1	Knowledge	ITC	1.57	0.56	1.92	1.80
		CCC	1.49	1.03	1.39	1.42
		OTS	0.54	2.37	1.56	2.08
		ALS			<i>TBC</i>	3.21
		NCOA		<i>TBC</i>	<i>TBC</i>	3.46
		SNCOA		<i>TBC</i>	<i>TBC</i>	



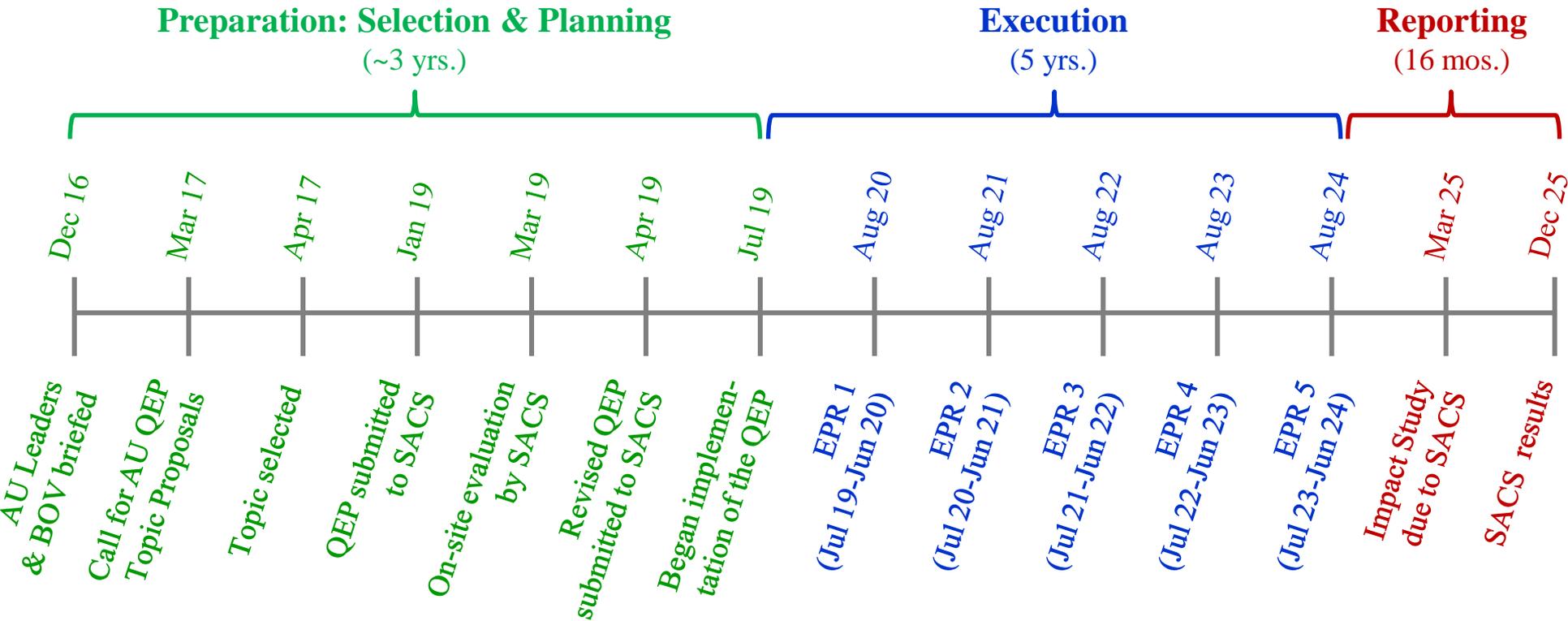
Phase II Programs: Officer Skills Assessment Benchmarking



Variable	Class	AY11	AY12	AY13	AY14
Perspective Taking	ITC		0.55	0.51	0.43
	CCC		0.58	0.85	0.87
	OTS	0.36	0.09	0.53	0.41
	ACSC-R			<i>TBC</i>	0.43
	AWC			<i>TBC</i>	TBC
	SOS			<i>TBC</i>	0.64
Cross-Cultural Self-Efficacy	ITC	0.98	0.90	0.74	0.55
	CCC	0.93	0.90	1.07	0.99
	OTS	0.38	0.36	0.57	0.38
	AWC			<i>TBC</i>	TBC
Cross-Cultural Communication	ITC	0.60	0.56	0.63	
	CCC	0.66	0.41	0.61	0.77
	OTS	0.54	0.30	0.47	0.51
	ACSC-R				0.31



Timeline for Next AU QEP





Questions?



Dr. Selmeski

QEP Director

brian.selmeski@us.af.mil

953-3063

culture.af.mil/qep