

The CTC QEP Report Card for 2004-2005

Purpose

The CTC Report Card has three important functions. First, it reports to all constituencies how CTC is meeting its goal to improve student learning. Second, the Report Card also provides an account of how successful implementation of the Quality Enhancement Plan is evaluated. Finally, the CTC Report Card will be delivered to campuses worldwide and findings will be used to inform changes or improvements. In this way, the cycle of Quality Enhancement Planning will continue.

The Quality Enhancement Plan for Central Texas College has been evaluated and modified as necessary to begin the last year of Phase I. This report, the CTC Report Card, will serve as a summary of that evaluation.

Topic, Focus Areas, Issues

CTC described the topic for the Quality Enhancement Plan as “Creating a culture that focuses on enhancing student learning.” The two focus areas for implementation are 1) instructional and 2) support services. Three [Noel Levitz surveys](#) were used to clarify two predominant challenge issues for Phase I of the QEP: the Student Satisfaction Inventory, the Institutional Priorities Survey, and the Priorities Survey for the Online Learner. The two challenge issues are

- 1) Student Feedback (instructional)
- 2) Service Excellence (support services)

A QEP Core Committee and a team of Unit Specialists developed goals, objectives and strategies around the common threads of professional development and training, communication, technology and resources to guide the QEP process. The [topic, focus areas, and issues](#) will remain the same for year three of Phase I (2005-2006).

QEP Goals and Objectives

In the summer of 2005, the membership of the Core Committee was enlarged to include more representation of all departments or units on campus and the name of this work group became the [Focus Collaborative](#). The Collaborative reviewed and evaluated the 6 goals, 10 objectives and 53 specific strategies for effectiveness and completion. **One hundred per cent of the QEP goals were determined to be effective for supporting the issues of the QEP**, and will guide Quality Enhancement Planning in 2005-2006. Seventy percent of the initial strategies were determined to have been accomplished and were selected to continue in year three of Phase I. The remaining strategies were revised for continuation by the Focus Collaborative. The QEP [goals, objectives and strategies](#) for 2005-06 were organized to include responsible parties and timelines.

Unit Assessment Plan I and Reports

All [Unit Action Plan I](#) approaches consisted of pre and post testing, [an intervention](#), and a summary of results. Both the Unit Action Plan and the Unit Assessment Report were submitted through the Moodle Portal. The QEP stated that CTC would consider significant improvement of

student learning had taken place if **more than 50%** of the completed Unit Action Plans improved student learning. Twenty two plans were submitted by instructional units and 18 were submitted by the support services units. Twenty five, or 75% of the plans were finalized and [Unit Assessment Reports](#) were submitted. **Ninety eight percent of the completed plans were reported to increase student feedback and or learning and to improve support services or student satisfaction with service excellence.** Twenty four of these reports also included an [evidence based decision\(s\)](#) for follow-up in AY 2005-06. The QEP committee known as the [Specialists Team](#) completed the work related to Unit Action Plans and Reports and was enlarged for AY 2005-06 to include broader campus representation.

Unit Assessment Plan II and Reports

Plan II involved all instructional units at CTC. After identifying a need for additional training in writing measurable student learning outcomes, each member of the Specialist Team received that training. In turn, they guided each instructional unit in the development of college level student learning outcomes for five courses within a degree program. These learning outcomes were reported on the Moodle Portal ([see sample](#)). Year 2 of Phase I focused on outcomes for Instructional Units. Year 3 of Phase 1 will also address outcomes for Student Support Units

[Training](#) in writing student learning or program performance outcomes will continue for both instructional and support services units in 2005-06. Support Services Units will address performance outcomes related to the topic of service excellence in 2005-06. Improved forms for designing and reporting student learning or experience outcomes will be developed, presented to Unit Specialists, and made available for future reporting electronically.

Communication

Documentation of communication regarding the goals and objectives was carried out via a website, newsletters, face-to-face training, and PowerPoint presentations in 2004-05.

A QEP Open House and Forum was held in September of 2005 to communicate and acknowledge the accomplishments of the QEP and the CTC employees involved in training and projects related to the QEP. More than 300 faculty, staff and students attended this event. A special subcommittee of the Collaborative planned and carried out the CTC Open House and Forum. Professional conference [posters](#) were presented by 18 instructional departments at CTC. Specialists who were involved in the implementation of the Unit Action Plans and the Unit Assessment Reports provided information throughout the event to all participants and visitors. A professional video was made to document the event, and will be recorded on DVDs which will be distributed worldwide and used at future conference presentations. All participants completed the QEP Survey. Anecdotal comments revealed very positive responses regarding the event.

QEP Survey

The [QEP Survey](#) was developed to capture participants' awareness, knowledge and beliefs regarding components of the Quality Enhancement Process. The Survey was completed by all attendees of the QEP Open House/Forum (September 14, 2005). Additional Surveys were completed with mail distribution to Academic Departments. Analysis of the QEP Survey was

completed by Dr. Julie Thomas, Coordinator, Institutional Research, CTC, with assistance from members of the [Analysis, Evaluation and Feedback Teams](#) of the Focus Collaborative. It was acknowledged that negative or critical responses were to be treated as challenges calling for responses or actions by the specialist Team, the Focus Collaborative, and the Office of Learning Outcomes Assessment.

Responses to the survey items were coded 1 to 5, where 1 indicated “Don’t know” and 5 indicated “Yes, definitely” and are recorded in [QEP Survey Frequency Distributions of Responses](#). Two-sample independent t-tests were applied, with a significance level set so that the overall probability of a Type I error was controlled at .05. **The difference between the two groups was significant for five items** as reported in [QEP Survey Analysis](#). The qualitative analysis of the write-in items was conducted by the Analysis, Evaluation, and Feedback Team.

The QEP website address (URL) is <http://www.ctcd.edu/qep/index.htm>.