

# The CTC QEP Report Card for AY 2005-2006

*For the source documents on the online version follow the hyperlinks. For the hard copy version follow attachment numbers. The designation in brackets refers to the specific QEP Goal, objective and strategy.*

## **Purpose**

The CTC Report Card (1) [G1, O1, S3] 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 success was evaluated and determined. 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 cycles of Quality Enhancement Planning will continue.

## **Topic, Focus Areas, Issues**

The topic for Central Texas College's Quality Enhancement Plan is stated as "Creating a culture that focuses on enhancing student learning." The two focus areas for implementation are 1) instructional and 2) support services. Three surveys from Noel Levitz (2) were utilized 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 remained the same for year three of Phase I (2005-2006). UTH (3)

## **Organization of Working Teams**

For AY 2005-06, the working teams for QEP served two purposes: the Focus Collaborative (4) met to review progress, make decisions, and oversee QEP initiatives; the QEP Specialist Teams (5) (instructional and support services) carried out the duties of refining and reporting learning outcomes, completing the Unit Action Plans, and submitting the required reports to the Office of Learning Outcomes Assessment (LOA).

## Reporting Templates

Templates [G6, S6] created by the LOA for QEP reporting purposes are updated every year and can be accessed at the QEP website [www.ctcd.edu/qep](http://www.ctcd.edu/qep).

## QEP Open House and Forum

The 2005 QEP Open House/Forum [G1, O1, and S4] was held on September 14. Approximately 305 faculty, staff and students attended the event. Posters (6) explained Unit Action Plans and results. A video of the event was developed by the Radio and Television Broadcasting department of CTC. Faculty member, Jan Anderson, ESL Faculty Chair, served as the "Roving Reporter" in the video.

## QEP Budget

Expenses from the previous year (04-05) were averaged and a revised QEP budget [G1, O1, S8] was developed. The QEP budget is incorporated into the budget for the Department of Instructional and Accreditation Support Services.

## QEP Survey

The QEP Survey (7) {G7, O1, S2, 5, 6} 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. Additional Surveys were completed with mail distribution to Academic Departments. Analysis of the QEP Survey (8) was completed by Dr. Julie Thomas, Coordinator, Institutional Research and a QEP committee of faculty and staff. ). Some faculty members invited their students to attend the event. One class wrote papers (9) about what they learned.

## Learning Outcomes Assessment

Each instructional unit QEP Specialist engaged the other faculty in their unit in the review, classification, and refinement of student learning outcomes for the five most highly enrolled courses. After training (10) was provided in Specialist Team meetings, course outcomes were classified according to Bloom's taxonomy of Educational Objectives (11) [G1, O1, S10]. A template (12) created by the Director of Student Learning Outcomes was used for this purpose. The taxonomy was simplified (13) to include only 3 levels of outcomes: recall, understanding, and application. The refinement of outcomes included adjusting outcome statements so that they met specific criteria, including being actionable or observable and being measurable. A reporting template (14) created by the Director of Student Learning Outcomes was used for this purpose.

## **Critical Thinking Outcomes**

Each instructional unit was required to choose at least 5 critical thinking outcomes (Bloom's modified level 3 outcome) to measure and report in the template for Assessment Reports (15) [G1, O1, S11]. After reflection and dialogue, faculty made evidence based decisions to revise curriculum, teaching or assessment methods, or support student learning in other ways. These were reported on the same template.

## **Unit Action Plans**

Continued from the previous year, each instructional unit completed an Action Plan (17) [G1, O1, S6] involving an intervention with student feedback. The results of these plans were reported along with evidence based decisions (18) for the unit. These Action Plan reports were displayed at the annual QEP Open House and Forum event in September, 2006. The evidence based decisions are the basis for the 2006-07 Unit Action Plans. A chart of assessment methods (16) was developed from these reports.

## **Service Excellence Conference**

After a full semester of planning (October 2005-January 2006), the first annual Service Excellence Mini-Conference (19) [G3,O2] was held in March of 2006. The goal of the conference was "To create a professional development opportunity for employees to address various customer service issues that impact a culture that focuses on student learning." Issues addressed included: Eliminating the "run around", Internal and External communications, Team building, and Leadership. The four workshop tracks were: Track 1- CTC 101, Track 2- Communication, Track-3- Leadership, and Track 4- Teambuilding. Participants chose one from three sessions within each track. Review the full summative report (19) of the Service Excellence Conference, evaluations by participants, and recommendations for the following academic year, 2006-07. Participants received certificates of achievement.

## **QEP Newsletter**

A total of 4 QEP Newsletters (20) [G5, O2, S2; G7, O1,S2] for faculty and staff were published and disseminated with the pay stub envelopes. One QEP newsletter was published for students (21) [G7, O1, S8].

## **Professional development**

Specialist meetings, local workshops (22) [G3, O1, S1; G6, S2, 3, 5], national conferences, and training through HR supported professional development for CTC's QEP.

## Technology

Mental Health Services piloted the use of a clicker response system [G6, S1]. Information was shared with other departments.

## Student Focus Groups

Student Focus Groups {G7S7} were organized and held by Kirsten Brooks, director of Student Life. Two to three groups were conducted each semester, and the results were transcribed and submitted to the Office of Learning Outcomes Assessment. The director of LOA compiled the results and submitted a report to the QEP Specialists. (See the Fall 05 report (23) and the Spring 06 (24) report.)

## Zoomerang Survey

In the spring of 2006, the Office of LOA conducted a Zoomerang survey [G7, S3]. The survey was sent to both faculty and support services members of the Focus Collaborative, and the QEP specialists. Survey items and results (25) were compiled and shared with the QEP Leadership Council and all survey participants. It was agreed that two important issues needed to be addressed in the next academic year: students' entry level learning skills and study habits, and information about how other departments work. Two QEP Summer Teams (see below) addressed the issue of changing from using a student satisfaction survey to using a survey that would provide information about study skills and habits of CTC students.

## Summer Teams

The QEP Summer Teams (26) [G1, O1, S1] were an organized effort to continue Quality Enhancement Planning throughout the summer so that recommendations could be made regarding important issues to be addressed in fall planning. Each team had an appointed leader and voluntarily met during the summer to address their charge. All recommendations (27) were communicated to and approved by the QEP Specialists and the QEP Leadership Council.

## Summary

As documented by the attachments and references to QEP goals and objectives, this report reflects the overall success of the 2005-2006 Quality Enhancement Planning efforts at Central Texas College. Some modifications will improve or enhance the processes and products of the QEP for 2005-2006. The Specialists Team, and other organized teams and committees continue to meet on a regular basis to monitor and implement the goals and objectives of the QEP. The Leadership Council (28) also meets regularly to review QEP processes. Actions will be implemented where necessary to address challenges of assessment initiatives as reported by respondents in The QEP Survey. Additional Goals and objectives for Phase II are indicated in italics in the [QEP](#)

Goals and Objectives Chart. In summary, CTC implemented and successfully accomplished 35 strategies, or actions, in order to meet the goals and objectives of the quality Enhancement Plan. A total of 5 strategies will be revised and continued, two strategies ended with Phase I of the QEP, three strategies were not accomplished, and 15 strategies were added for Phase II of the QEP. The most difficult strategy to implement is the addition of email accounts for adjunct, or part time faculty. CTC leadership will continue to strategize about including adjunct faculty as full partners in our efforts to improve student learning.

Initiatives created or continued for the maintenance of quality enhancement efforts during Phase Two at CTC include, but are not limited to the following:

- QEP Newsletter
- QEP website, updated
- Unit Assessment Plans
- Unit Action Plans
- Student Learning Outcomes Review
- Faculty Advanced Skills Training (FAST)
- Study Behavior Inventory
- Communication Plan
- Service Excellence Conference
- Adjunct Handbook