

# Quality Enhancement Plan

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*Creating a Culture that Focuses on Enhancing Student Learning*

**CENTRAL  
TEXAS  
COLLEGE**

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The Central Texas College QEP was deemed COMPLIANT by the SACS-COC Visiting Team in October, 2004; however, the plan did receive several recommendations which are addressed in this revised version.

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# Preface

To facilitate the reading of this Quality Enhancement Plan (QEP), the document has been divided into two parts: (1) the general plan and (2) implementation of the first phase of the plan (Section 9.0). In addition, some terms have been specifically defined for this QEP so that they are not confused with general colloquial meanings. Therefore, the following essential terms are presented in advance. A list of key initials and acronyms can be found on the following page.

<b>Topic</b>	General name describing institutional QEP initiative to improve student learning; the focus areas and issues narrow this topic  <b><u>CTC's topic: Creating a Culture that Focuses on Enhancing Student Learning</u></b>
<b>Focus areas</b>	Classification of working QEP units into two groups: those that directly affect student learning (instructional) and those that indirectly affect student learning (non-instructional), wherein unique issues can be identified and addressed  <b><u>CTC's focus areas: Instructional and Support Services (Non-instructional)</u></b>
<b>Issue</b>	Unique area determined by the institution to be a predominant challenge within each focus area--The issues may change with each new phase and are used to direct improvement in student learning.  <b><u>CTC's Phase 1 issue for the instructional focus: Instructional Feedback</u></b> <b><u>CTC's Phase 1 issue for the support service (non-instructional) focus: Service Excellence</u></b>
<b>QEP Primary Goal</b>	Improvement of the quality of student learning
<b>QEP Unit Goal(s)</b>	Unique goals set by individual units that determine how one of the designated issues are used by that unit and its members to direct strategies designed to improve student learning
<b>Challenge</b>	A barrier to student learning
<b>Institutional Context</b>	Events within the institution's recent development that provide background and meaning to the topic and issues, leading to a deeper understanding of the institution's challenges and justification of the QEP topic

## P R E F A C E

**Assessment** Systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Marchase, 1987)

**Direct methods – methods where student learning is directly observed or measured**

**Indirect methods – methods where student’s or third party’s perception about learning is measured**

**Student Learning** The change in students’ knowledge, skills, behaviors, and/or values attributable to instructional feedback and service improvements

**QEP Unit** A department, site, or a mixture of several sites/departments which generally is responsible for its own budget

## QEP INITIALS AND ACRONYMS

<b>AIP</b>	Assessment of Instructional Programs
<b>CCSSE</b>	Community College Survey of Student Engagement
<b>CRTP</b>	Community Relations and Technical Publications Dept.
<b>CTC</b>	Central Texas College
<b>DL</b>	Distance Learning
<b>eArmyU</b>	Electronic Army University
<b>HR</b>	Human Resources
<b>IA</b>	Office of Instructional and Accreditation Support Services
<b>IE</b>	Office of Institutional Effectiveness
<b>IPS</b>	Institutional Priorities Survey (Noel Levitz)
<b>IR</b>	Office of Institutional Research
<b>LOAO</b>	Learning Outcomes Assessment Office
<b>MIVER</b>	Military Instructional Voluntary Evaluation Report
<b>MOU</b>	Memorandum of Understanding
<b>NL</b>	Noel Levitz
<b>PSOL</b>	Priorities Survey for Online Learners (Noel Levitz)
<b>QA</b>	Quality Assurance
<b>QCC</b>	Quality Enhancement Plan Core Committee
<b>QEP</b>	Quality Enhancement Plan
<b>QIS/QNS</b>	QEP Instructional Specialist/QEP Non-instructional Specialist
<b>SACS-COC</b>	Southern Association of Colleges and Schools—Commission on Colleges
<b>SAT</b>	Scholastic Aptitude Test
<b>SSI</b>	Student Satisfaction Inventory (Noel Levitz)
<b>THECB</b>	Texas Higher Education Coordinating Board
<b>TDC</b>	Texas Department of Correction
<b>UAP</b>	Unit Action Plan
<b>UAR</b>	Unit Assessment Report

## Section

## 1

*Core Requirement 2.12 of the SACS-COC Principles of Accreditation requires an institution to develop an acceptable Quality Enhancement Plan (QEP) and show that the plan is part of an ongoing planning and evaluation process. Engaging the wider academic community, the QEP is based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student learning and accomplishing the mission of the institution. It is used to outline a course of action for institutional improvement by addressing one or more issues that contribute to institutional quality, with special attention to student learning.*

The broad topic “Creating a Culture that Focuses on Enhancing Student Learning,” identified by Central Texas College (CTC) for its QEP, stemmed from the synthesis of strategic planning, institutional research, and ongoing QEP Core Committee and Leadership Team collaborations. Current institutional process findings were analyzed; and these, together with CTC’s accelerated growth and expansion efforts, provide the institutional context for the development of the plan and its six goals. Because of the complexity of providing necessary infrastructure to implement and maintain the QEP at worldwide locations, CTC’s QEP is implemented in three phases following an established timeline for the implementation and completion of each phase. When the third phase is reached, all components of the college, regardless of location, will be involved in the QEP process. Appropriate physical and financial resources have been allocated for each phase, and the permanent position of Director, Learning Outcomes Assessment has been created to manage the QEP with oversight responsibility assigned to the Dean, Instructional and Accreditation Support Services (IA) and ultimate responsibility with the Chief Academic Officer.

To facilitate narrowing the topic and identifying specific issues, CTC administers the Noel-Levitz (NL) Student Satisfaction Inventory (SSI), the Institutional Priorities Survey (IPS), and the Priorities Survey for On-Line Learners (PSOL) at the beginning of each phase, and the results are used in conjunction with those of Strategic Planning and Institutional Effectiveness to determine areas of issues every two years. During each phase, identified units further develop the plan by creating Unit Action Plans and Unit Assessment Reports in which comparable data and individual unit goals related to the selected issues are determined, implemented, analyzed, and evaluated. The CTC website supports each unit by providing best practices and research sources to help inform decisions that improve student learning. Additionally, the QEP is evaluated and modified as necessary before the beginning of each new phase to ensure it continues to meet the needs of students, faculty, and staff and continually improves the learning environment.

Because cultural change is integral to CTC’s QEP process, all stakeholders within CTC’s culture, including faculty, staff, administration, and trustees, are involved. To facilitate this level of involvement, the institution has identified two areas of focus: *instructional* for academic, vocational,

## EXECUTIVE SUMMARY

and continuing education departments and *non-instructional* for support services. Issues are identified for each area of focus through institutional assessment processes. The issue for the instructional focus has a direct effect on student learning outcomes, and the issue for the non-instructional focus indirectly affects student learning outcomes by enhancing opportunities for learning. Through training and marketing, the QEP ensures that the members of the entire college community recognize the importance of their roles in meeting the needs of students and achieving the primary goal of improving student learning outcomes.

Throughout all phases, other QEP goals that target support structures and processes, such as improved communication and enhanced technology, are addressed in order to implement and sustain institutional efforts to improve the quality of student learning. The QEP Core Committee obtains and continues to elicit feedback through face-to-face and virtual workshops/discussions with full-time and adjunct faculty, administration, and staff. As training moves from conceptual to operational stages, the QEP gathers and builds support from all constituencies. Finally, the QEP, though distinct and independent in its goals, analysis, and findings, is integrated into CTC's existing, ongoing, institution-wide, research-based planning and evaluation processes. Full implementation of the QEP is incorporated into the systematic review of programs and services, creating a seamless assessment process that includes system-wide participation in all phases of planning, action, and evaluation.

Implementation of Phase 1 began when the first surveys were administered in Fall 2003 to students, faculty, and staff in Texas. Findings from Noel Levitz surveys and additional assessment methods were used to narrow the topic. In general, surveys showed that students were satisfied with instruction. However, surveys did identify a discrepancy in the area of instructional feedback in that students perceived this area as a challenge on the student survey while faculty noted it as a strength on the faculty survey. Hence, *Instructional Feedback*, substantiated by student evaluations and strategic planning task force reports, became the instructional issue to improve student learning outcomes. Also, *Service Excellence* was identified as the non-instructional issue to remove barriers to student learning as indicated on Noel Levitz surveys, *Faces of the Future* surveys, and focus groups. Fall 2004 is dedicated to establishing baseline measures. *Instructional Feedback* and *Service Excellence* interventions are initiated in Spring 2005 followed by post-intervention measures of individual student learning outcomes. Each unit uses its own predetermined standard of what constitutes improvement of student learning, and, as comparative and benchmarking data are collected from each unit in Spring 2005, a determination is made as to whether the overall institution has improved student learning. Phase 1 culminates with a forum in Fall 2006, where results are shared and used as the impetus for change. With the exception of Phase 1, which is the only 3-year phase needed to develop initial infrastructure and adequately pilot all procedures, each of the remaining two phases repeats a two-year cycle, with Phase 2 beginning in October 2006 and Phase 3 beginning in October 2008. As the process perpetuates, it evolves into a routine component of the institution's assessment process.

**The strength of CTC's QEP, and a primary reason for its sustainability, is that like units have the ability to customize an intervention related to a common issue to create something meaningful that can be incorporated into their processes to improve student learning.**

## Section

## 2

The *Handbook for Reaffirmation of Accreditation* published by the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC), attests to “the proposition that student learning is at the heart of the mission of all institutions of higher learning” and has proposed a new component of the accreditation process: the Quality Enhancement Plan (QEP).

Each institution’s unique plan (1) focuses on one or more issues that are important to the improvement of student learning, (2) designs a course of action that addresses how student learning will be assessed, and (3) tailors how the results will be incorporated into a continuous process of improvement.

Central Texas College (CTC) views the Quality Enhancement Plan as an opportunity to expand its commitment to assessment by distinguishing *what* and *how well* students learn from those parts of the college that *enable* students to learn.

The Board of Trustees approved the current revised mission statement on June 27, 2002, to read as follows:

*At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment.*

In tandem with the meaningful connection between *learning* and the collegiate environment cited in the mission, the institution’s vision and philosophy within its Statement of Purpose specifically address *student-centered programs* and *learning excellence* as underlying principles of CTC’s commitment to its students:

*Our vision is to provide effective learning experiences that meet both academic and workforce requirements. Our programs will be flexible, accessible, and economical to fit the needs of our community and its diverse population. Unconstrained by physical boundaries, our lifelong learning opportunities will enable our students, locally and world-wide, to enrich their lives and to benefit society.*

*Central Texas College, in meeting the educational and training needs of students in key service populations and our civilian and military communities, is committed to:*

- *The belief in the worth and dignity of the individual*
- *Excellence in teaching and learning*
- *Universal access*
- *Implementing the highest standards of ethical professional practice*

## INTRODUCTION

- *Effective stewardship of public trust and resources*
- *Offering student-centered programs that reflect changes in technology, economy, and culture*
- *Addressing the ethnic diversity of students, employees, and community*
- *Global interconnectedness in the pursuit of our worldwide mission*

These statements are the institution's beacon for forward thinking and strategic direction, and they have guided the institutional assessment process for approximately twelve years. SACS-COC's proposition pinpoints *learning* as the heart of the mission for all institutions, and CTC's mission, vision, and philosophy reflect this institution's full commitment to that belief and the importance of the academic assessment process.

Thus, while CTC currently assesses educational programs at the program and institutional levels, the institution welcomes the opportunity through the QEP to further assess learning at the course level by enhancing the existing assessment framework with innovative processes specifically designed to directly measure student achievement. Results of student learning assessments are utilized to effect curricular change, improve teaching, and remove barriers to learning by creating a student-centered *learning environment*. This process reflects best practices and contributes to the continuous analysis and improvement of student learning.

## Section

## 3

An essential element of the QEP as detailed in the *Handbook for Reaffirmation of Accreditation* is “evidence of careful analysis of the institutional context in which the goals will be implemented.” Although the reaffirmation process has provided the opportunity for a more focused inquiry into the process of student learning, it is important to understand CTC’s direction, values, and culture at the outset of the Quality Enhancement Plan.

### 3.1 Description of Institution and Community

In 1965, the citizens of Central Texas joined together to authorize the building of a community college that would serve eight counties and portions of three counties. Classes began on the new campus in September 1967 when the first students were admitted. CTC lies on the border between Coryell and Bell Counties in Texas and is adjacent to Fort Hood, the largest military base in the free world. Due to the proximity of Ft. Hood and the importance of the military population to the local and Texas state economy, the CTC Board of Trustees adopted a mission statement to include support of local military students. The Board of Trustees later expanded the mission statement to support the United States military forces as they deploy throughout the world.

In 1970, CTC initiated on-site programs to military personnel on Fort Hood. On-site programs for military personnel in Europe were added in 1974. By 1976, additional locations included the U.S. Atlantic and Pacific Fleets and, by the 1980s, CTC offered programs to military personnel stationed in the Pacific Command, in Alaska, in Panama, and throughout the continental United States. Today, CTC consists of six campuses: the Central Campus, the Continental Campus, the Europe Campus, the Fort Hood/Service Area Campus, the Navy Campus, and the Pacific Far East Campus. Of these, the Central and Fort Hood/Service Area Campuses operate within the state of Texas. Locations outside the state of Texas are designated in the QEP as “locations-at-a-distance.” While, by contract or memorandums of understanding (MOUs), some locations offer programs only for military personnel, others are open to military, non-military, and incarcerated students. In 2001, in addition to campus-based programs, CTC became an educational partner in Electronic Army University (eArmyU), a new recruitment initiative by the Department of the Army. Since 2001, CTC has consistently provided educational services to more than 44% of the soldier-students enrolled in eArmyU.

The result of these partnerships with the military has been that CTC offers collegiate instruction on a much wider geographic scale than is customary for a community college. In addition, CTC enters into educational services contractual agreements with all branches of the military to provide

educational opportunities. There may be several areas or sites awarded within the same military contract that CTC groups together as a “campus” to facilitate the management of contractual requirements, so CTC’s use of the word *campus* may not refer to a “campus” in the traditional sense. In general, these campuses depend on the military to provide both classroom and administrative space to meet their service members’ needs.

Traditional classroom instruction at locations-at-a-distance does not always meet all the needs of military students for a number of reasons:

- Length of tour
- Extended duty responsibilities
- Limited course offerings
- Deployment

For this reason, often 50% or more of the coursework is not able to be completed, primarily due to re-location of soldier-students. When CTC created an online distance learning program complete with services and support designed specifically for the distant learner, this resolved these issues for the military learner. Today, in addition to a variety of course lengths and start dates, CTC offers distant learners a choice of delivery modes: online, video-based, video-conferencing, or multimedia.

In summary, Central Texas College is a two-year, open admissions institution that provides educational opportunities to both military and non-military students locally, nationally, and internationally. Our 2002-2003 data show the composition of the student population for the six CTC campuses to be approximately two-thirds male and one-third female at an average age of 28.7. The 66,731 headcount reported represents 46.8% white, 31.4% black, 14.7% Hispanic, 4.8% Asian, 0.8% Native American, and 0.4% International. A small number of students (less than 1%) did not report ethnicity in the 2002-2003 academic year. A total of 2,169 degrees and certificates were awarded, representing 15,733 full-time equivalents (FTEs) among all campuses. More detailed information about CTC’s students, faculty, staff, and programs can be found in Sections 2.7 and 2.8 of the *Compliance Certification* at [www.ctcd.edu/sacs1/indexsac2.htm](http://www.ctcd.edu/sacs1/indexsac2.htm), in *CTC Fast Facts* at [www.ctcd.edu/fastfact.htm](http://www.ctcd.edu/fastfact.htm), and at the CTC website at [www.ctcd.edu](http://www.ctcd.edu).

## **3.2 Strengths and Challenges**

In February 1992, Central Texas College was the first community college in Texas to publish a Strategic Plan. That plan has evolved into a mature Institutional Effectiveness System providing the framework for participatory planning and assessment. A copy of the CTCD Strategic Plan 2002-2007 can be found on the website ([www.ctcd.edu/strategic\\_plan\\_0104.pdf](http://www.ctcd.edu/strategic_plan_0104.pdf)). Subsequently, based in part on the last reaffirmation of accreditation, CTC established its Institutional Effectiveness (IE) office in January 1993.

Since 1993, and most recently in the last completed strategic cycle, the following institutional strengths and challenges were identified to assist planners in determining CTC’s future direction and to ensure that CTC’s mission, vision, and values were responsive to and effective for all constituents.

**Internal/External Analysis for the Planning Cycle 1999-2004\***

<b>Strengths</b>	<b>Challenges</b>
Visionary and dedicated administration, faculty, and staff with ability to problem-solve	Faculty training in methodology; faculty/staff training in technology and distance learning issues
Facilities expansion	Departmental/unit territoriality
Overall stable fiscal status with diversified resources in military contracting	Limitations and uncertainty of state revenues
Leadership	Revision of Board documents and policy manuals to reflect and align with changes to mission (addressed in Compliance Certification document)
Technology infrastructure investments	Lateral, intra- and inter- campus communication
Student Support Services initiatives such as a bus system, tutoring services, and specialized services to meet student needs	Unified focus on instruction, curriculum review, use of evaluations/assessment, analysis of student outcomes, and integrated planning to improve learning
	Initiatives to assist students, especially those that are under-prepared, in reaching the standards
	Personnel ethnicity parity
	Excessive paperwork to respond to reporting

\*Items in chart are directly quoted from the CTCD Internal/External Analysis for the Planning cycle 1999-2004

Additionally, through focus groups and institutional documents, community and institutional stakeholders have expressed concerns about and provided anecdotal evidence in the following areas:

- Infrastructure that supports information systems and educational technology to reach all campuses and all levels of personnel (CTC Technology Plan)
- Instructional technology that bridges the traditional and virtual classroom (CTC Technology Plan, Strategic Plan-Task Force 2)
- Planning vehicles that target the merging and cohesion of contractual requirements, logistics, and quality of instruction (Faculty Senate, Strategic Plan-Task Force 2)
- Direct and indirect effects of war in Iraq and Afghanistan on enrollments and teaching (Faculty Senate)
- Long-range planning for technology (CTC Technology Plan, Board of Trustees, Faculty Senate, Strategic Plan-Task Force 2)
- Long-range planning for training at all levels (Faculty Senate Professional Development Plan, CTC Technology Plan)
- Organizational structure to support new programs, goals, and institutional direction (Faculty Senate)

The challenges identified on the previous page as part of the Strategic Planning process, (1) *faculty training in methodology, faculty/ staff training in technology and distance learning issues* and (2) *unified focus on instruction, curriculum review, use of evaluations/ assessment, analysis of student outcomes, and integrated planning to improve learning*, provide the institutional backdrop for the implementation of improved systemic processes that

- directly measure student learning outcomes to determine *what, how much, and how well* students learn;
- indirectly measure student satisfaction within administrative and support departments since they are an implicit part of the learning environment, referenced in CTC's mission statement;
- promote dialogue about teaching and learning and their relationship to student achievement based on research and best practices; and
- stimulate individual and collective rethinking and incur change to strengthen and improve student achievement.

### **3.3 An Institution in Accelerated Growth**

Although the establishment and remarkable growth of distance education initiatives have affected almost every college and university both in the United States and abroad, the years 2001-2004 have been pivotal in distance education for Central Texas College. With the implementation of Electronic Army University (eArmyU) in January 2001, when CTC partnered with 27 other institutions to offer online degree/certificate programs to military personnel worldwide, CTC has experienced phenomenal growth, calling for continual changes to manage this virtual boom.

CTC is dedicated to developing and implementing necessary policies, establishing infrastructure, and providing the appropriate technological support systems to operate successfully within the parameters of these agreements with the Armed Forces. Changes such as these are inherent in the establishment of any virtual program and are difficult for any college to initiate. However, the following factors also play a critical role in CTC operations:

- Fifty percent increase in enrollments (from 10,501 FTEs in 2001 to 15,733 FTEs in 2003)
- Speed with which changes must be implemented in order to be technically responsive
- Coordination and partnering required with other institutions and businesses such as eArmyU's primary contractor, IBM
- Management of worldwide marketing and networks
- Creation of quality educational opportunities for our students, many of whom are at war in Iraq and Afghanistan

These events have taken CTC down a path that differs from most other institutions. The college has not only procured new servers and expanded technical services; replaced data and information systems with larger more complex ones; and trained and collaborated with faculty and staff on processing, managing and teaching distance and distributed education courses, but it has done it in overdrive. Changes necessary for the operation of these programs have affected literally every

department within the institution and have had a dramatic impact on revenue in that monies from distance learning have increased from 0% to 20% of CTC's total revenue in just four years.

Furthermore, in addition to distance education, the institution is immersed in a series of other changes, some of which surpass normal institutional growing pains. Some of these are listed as follows:

- A lengthy transition from its present data system, SRN Bi-Tech, to Datatel/Colleague, a system that allows friendlier web-interface with students
- Changes in telephone systems and email packages
- With the completion of the Mayborn Planetarium and Space Theatre, entry into the world of Megasystem large format films, laser shows, and box offices
- Award of the Pacific Far East contract
- Award of the Foreign Language Contract in Europe, allowing college program offerings in the European military arena

CTC instructors and staff, while continuing to focus on the student, have successfully adjusted classes and teaching to account for sudden deployments and missing soldier-students, limited access to testing centers in far-off places, ringing cell phones in class with calls from students' loved ones in Iraq, traffic and access problems as military post gates are locked down, and unusual numbers of stress-related breakdowns and illnesses from students who are in the military or who are military family members. There is no question that the confluence of security issues, military reorganization and deployments, and military contractual requirements in the midst of international conflict has had an impact on day-to-day operations.

In summary, while all institutions have grappled with the logistics and finance of moving into virtual education, they may not have concurrently experienced transitions in systems, complex contractual requirements, and unique logistical issues arising from the institution's military stakeholders and their involvement in Iraq and other nations in conflict. The last four years have placed CTC in more than the usual state of flux; however, the institution's deliberative planning and vision have created an era of opportunity and accelerated growth. Consequently, while there are excellent examples of programs and services operating well during this period of rapid growth, they, predictably, are accompanied by some areas of needed improvement that are addressed in this plan.

This, then, is the institutional context in which the QEP is introduced and its phases will be implemented, bringing a systematic focus to student achievement and shifting the college culture to one that includes additional evidence of student learning to guide institutional actions and planning efforts in times of incredible growth and change.

### **3.4 Importance of the QEP to Institution**

To clarify the QEP's role in CTC's assessment process, it is important to recognize that Strategic Planning and Institutional Effectiveness are both currently conducted at CTC; however, their approach to planning is different with respect to the purposes they serve. Strategic Planning is means-oriented and is characterized by administrative, fiscal, facilities, and budget planning; and it focuses on necessary future actions needed to accomplish the Statement of Purpose. Institutional Effectiveness is outcomes-oriented and, though it also focuses on the results of the institution's efforts to accomplish the Statement of Purpose, it is characterized by expected results, assessment,

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assessment results, and the use of these results to improve administrative services and/or learning. Thus, due to its assessment component on student learning, the QEP dovetails with Institutional Effectiveness, as discussed in Section 6.2.5, *Assessing*. The QEP is different from IE in that it provides the institution with specific measurements of student learning through formative and/or summative assessment, rather than at the completion of a program. Regardless, the importance of keeping academic assessment data separate and transparent to all constituencies is paramount for the institution, so that needs related to learning are easily identified and prioritized, and changes in teaching and learning can take place. The QEP is a unique process, and the documentation of direct measures of student learning at the classroom level brings added dimensions that benefit the institution by

- Enabling more detailed mapping of curriculum and degree plans to ensure prerequisites at the skill level are accurately in place.
- Providing a vehicle for comparability across units and programs at all CTC locations and in all educational venues.
- Offering direct assessment data to market success in learning in publications and recruitment efforts.
- Establishing processes for incorporating assessment results in student learning into deliberations about institutional priorities, commitment of resources, and strategic planning.

At CTC, although learning outcomes assessment at the course level is an institutional practice (See Appendix B), systemic documentation may not always be consistent. The QEP creates a culture of evidence where student learning becomes the institutional focus; and finding ways to improve student learning through consistent baseline measures, analysis of comparative data, and effective feedback loops to incorporate necessary changes to teaching, learning, and the curriculum is ongoing.

In addition, use of indirect measures to focus on substantive issues, identified as challenges on Noel Levitz and as weaknesses in Strategic Planning, gives the institution an opportunity to further assess and address these areas. Benefits to the institution in this process include

- Removing barriers to the learning environment,
- Establishing cohesiveness and a sense of purpose among all stakeholders,
- Increasing participation and input from all constituencies,
- Increased awareness of institutional mission,
- Increasing student retention and graduation rates,
- Increasing student, faculty, and staff satisfaction,
- Prioritizing resources dedicated to student learning and improving service,
- Increasing student and staff access and diversity, and
- Raising rates of successful implementation of strategies as identified in annual strategic planning initiatives through 2009.

**Section**  
**4**

Although the processes for developing a QEP may differ among institutions, the roles of the Leadership Team and the QEP Core Committee have been defined as the primary structures overseeing the QEP Process. The determination of the topic and issues was an outgrowth of CTC's institutional processes and a needs assessment which involved all constituencies.

**4.1 Leadership Team**

In October 2002, Dr. James Anderson, Chancellor of Central Texas College, assembled a Leadership Team. The members were assigned the responsibility of coordinating and managing the internal accreditation review process, including oversight of the Certification of Compliance and the Quality Enhancement Plan. The team members are listed below:

<b>Leadership Team Members</b>	
<p>Dr. James Anderson <i>Chancellor Chief Executive Officer, Leadership Chair</i></p>	<p>Ben Wickersham <i>Deputy Chancellor, Educational Programs Support Services and Texas Campus Operations Chief Academic Officer Ex Officio, Accreditation Compliance Committee and QEP Committee</i></p>
<p>Bill Alexander <i>Dean, Continental Campus Liaison to Locations-at-a-Distance</i></p>	<p>Laurelyn Carlisle <i>Dean, Instructional Services Accreditation Liaison, Accreditation Compliance Committee Chair</i></p>
<p>Lillian Young <i>Director, Institutional Effectiveness/ Strategic Planning Quality Enhancement Plan Liaison</i></p>	<p>Suzanne Morales <i>Faculty, Developmental Studies Writing Faculty Senate President Faculty Liaison, QEP Co-Chair</i></p>
<p>Jane Perschbach <i>Faculty, Computer Science Technology Liaison</i></p>	<p>Jan Anderson <i>Faculty, ESL QEP Co-Chair</i></p>

The Leadership Team's role is to ensure that the college community is engaged and informed of the progress of the review. The Leadership Team develops the structure for the informal review process, oversees the time lines for completion, monitors the implementation, and ensures that appropriate follow-up activities are in place.

In January 2003, selected Leadership Team members attended the SACS-COC Orientation for leadership training in Atlanta, Georgia. Upon their return, they directed Strategic Planning Task

## METHODS OF ARRIVING AT THE QEP

Forces, in conjunction with Institutional Effectiveness (IE), to extrapolate a possible topic for the QEP from the past years' research and findings and present it to the Leadership Team.

The Strategic Planning Task Forces identified four common threads evident throughout the planning and IE processes: (1) training/professional development, (2) communication, (3) technology, and (4) institutional resources. On June 5, 2003, the Leadership Team accepted Strategic Planning's topic recommendation, *Professional Development*, which was one of the common threads. However, the topic was later considered too indirectly connected to the improvement of student learning. After much collegial discussion and several attempts to narrow the threads to topics more directly connected to academic achievement, the Leadership Team arrived at the broad topic, *Creating a Culture that Focuses on Enhancing Student Learning*, with the idea that it would later be narrowed to specific issues, pending further research and data analyses.

Several factors, however, were always at the forefront of the topic search:

- Communication, training/professional development, technology, and resources should be components of the QEP effort because they arose in each Task Force Report and would serve as the scaffolding needed to support any academic assessment initiatives.
- The topic and the processes evolving from the QEP needed to merge into a distinct, seamless, and parallel process with Institutional Effectiveness and Strategic Planning without losing their own identity and purpose.
- In order to foster realistic, positive, and lasting change, rather than making changes merely for the sake of reaffirmation, CTC needed to develop a culture that further reinforced among all employees the perception and philosophy of student-centeredness, as directed by the Uniform Recruitment and Retention Strategy Plan, with the goal of improving student learning. Those perceptions must be shared among a wide range of personnel who all must remain informed of assessment results so that student learning is prioritized as the focus for institutional decision-making and planning.
- The QEP should be based on the broad definition of student learning as it is explained in the *Handbook for Reaffirmation of Accreditation* published by the Southern Association of Colleges and Schools, Commission on Colleges: *Student learning may include changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience.* Thus, there may be many aspects to student learning that do not manifest themselves in the classroom, and the institution can facilitate student learning by removing barriers in the collegiate learning environment.

In June, the Leadership Team selected Jan Anderson, ESL Faculty, to join the team as a QEP Co-Chair. She and Suzanne Morales, a faculty member already on the Leadership Team, currently serve as the two Co-Chairs overseeing the QEP. They submitted an initial model as a conceptual plan and identified a need for more specific information on student learning processes at CTC to determine challenges for students and faculty. The SACS-COC *Handbook for Reaffirmation of Accreditation* states

“A QEP which arises from the solid base of a needs assessment will have more validity, credibility, and appeal.”

Thus, the Leadership Team concurred with the decision to utilize a commercial company, Noel Levitz, as an objective external source to directly canvass students, faculty, and staff through satisfaction surveys. These surveys were proposed to supplement other institutional vehicles of assessment such as the *Faces of the Future* surveys, Student Evaluations of Course Instruction, and institutional data, to narrow the topic to specific issues.

Once the general topic of the QEP was determined, the QEP Co-Chairs assembled the QEP Core Committee to continue developing this plan. The Leadership Team attended the SACS Conference in December 2003 and continues to meet monthly, with the QEP Co-Chairs reporting progress and ensuring leadership direction and concurrence at each meeting. As the QEP gains momentum, the role of the Leadership Team slowly diminishes as it passes its decision-making authority to the appropriate campus entities tasked with components of the plan.

## 4.2 QEP Core Committee

On June 30, 2003, the QEP Core Committee (QCC), comprising representatives from academic and administrative offices, was formed and charged with the following responsibility:

**The QEP Core Committee creates, writes, and coordinates the implementation of the Quality Enhancement Plan. It is the Committee's responsibility to ensure that the plan is technically responsive to requirements outlined in the Quality Enhancement Plan section of *The Handbook for Reaffirmation of Accreditation*, published by the Southern Association of Colleges and Schools, Commission on Colleges; to keep the Leadership Team and the worldwide College community engaged and informed of progress; and to update and maintain QEP Links at the CTC Website.**

On July 7, 2003, the QEP Core Committee (QCC) convened for the first time. The members provided feedback on the topic and model after a month of orientation meetings, where they received briefings on the QEP. QCC members were then assigned to specific teams tasked with preparing individual components of the model. Each team's role and its members are listed below.

### Analysis Team

Task: Accumulate enrollment and scheduling data from various campuses, determining the number of surveys needed and survey start and end dates, and assist in the analysis and dissemination of survey data.

Members: Bill Alexander, Dean, Continental Campus  
 Darlene Lee, Manager, Quality Assurance, Continental Campus  
 Dr. Julie Thomas, Coordinator, Institutional Research

### **Strategic Plan/Training Team**

Task: Link the QEP with strategic processes and develop training presentations and documents.

Members: Marky Price, Director, Recruitment and Retention  
Sharon Davis, Director, Instructional Development & Educational Technology  
Karen Johnston-Santiago, Clerk III, Records & Registration (rotated off, 2004)  
Barbara Merlo, Director, Community Relations and Technical Publications  
Terri Jackson, Coordinator, Navy Campus  
Lillian Young, Director, Institutional Effectiveness

### **Research Team**

Task: Assemble background research related to QEP and Noel Levitz topics and issues.

Members: Dana Watson, Assistant Director, Library Services  
Dr. John Frith, Chair, Business and Paralegal  
Dr. Pat Hidy, Chair, Science and Agriculture

### **Strategies Team**

Task: Assemble teaching and training strategies in areas related to QEP topics and issues.

Members: Terri Jackson, Coordinator, Navy Campus  
Terri coordinates a team of people outside the QCC who meet on an as-needed basis.  
They include:  
Dr. Phyllis Sisson, Faculty, Developmental Reading and Writing  
Les Ledger, Faculty, Business  
Willard Raiffeisen, Faculty, Developmental Math  
Caroline Dakin, Training Coordinator

### **Marketing/ Technology Team**

Task: Develop the QEP website, coordinate and disseminate the QEP newsletter, and recommend and develop viable technological support for QEP infrastructure and initiatives.

Members: Barbara Merlo, Director, Community Relations and Technical Publications  
Michelle Greene, Programmer/Analyst, Computer Programming (rotated off, 2003)  
Abdul Subhani, Student (rotated off, 2003)  
Cynthia Burrus, Distance Learning Mentor (rotated off, 2003)  
Carla Littlefield, Supervisor, Telephone Services

### Additional Support Liaisons

Task: Provide guidance and linkage to special areas and propose opportunities or actions beneficial to the QEP process.

Members: Ben Wickersham, Deputy Chancellor, Educational Programs, Support Services and Texas Campus Operations  
 Lillian Young, Director, Institutional Effectiveness  
 Bob Liberty, Assistant Comptroller, Financial Services  
 Ted Muentner, Director, Student Services, Fort Hood Campus  
 Barbara Grice, Dean, Pacific Far East Campus (by telephone and email)

The QEP Core Committee meets weekly, with the exception of semester breaks, to adjust and refine the initial conceptual model and work through the details of implementation, training, maintenance, and evaluation of the plan. The revised model is presented and thoroughly explained in Section 6.1, *Implementation Schedule*. The Core Committee remains a permanent part of the QEP infrastructure, reporting to the Learning Outcomes Assessment Office (discussed in Sections 5 and 8) and providing that office additional resources for guidance and assistance when necessary.

## 4.3 Focus of the Quality Enhancement Plan

Because SACS-COC stated in the *Handbook for Reaffirmation of Accreditation* that a QEP arising from a needs assessment will be more valid and credible than one that does not, CTC chose satisfaction surveys which are cross-referenced with findings from Strategic Planning and Institutional Effectiveness, to arrive at two areas of focus, instructional and non-instructional, each with its own significant issue.

### 4.3.1 Definition of Student Learning

The QEP is based on the broad definition of student learning as it is explained in the *Handbook for Reaffirmation of Accreditation* published by the Southern Association of Colleges and Schools, Commission on Colleges:

*Student learning may include changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience.*

During each phase, CTC narrows its definition by focusing on the identified issues. The definition may differ in each phase as new issues are identified. For example, the Phase 1 definition is

**Student learning is the change in students' knowledge, skills, behaviors, and/or values attributable to instructional feedback and service improvements.**

As previously noted, there may be many aspects to student learning that do not manifest themselves in the classroom. The institution improves student learning not only by addressing it directly in the classroom, but also by removing barriers in the collegiate learning environment.

#### 4.3.2 Process of Issue Development

One of the first actions of the QEP Core Committee (QCC) was to coordinate the survey process with Noel Levitz, which is used to narrow the topic and gather further information on the institution's strengths and challenges as they pertain to student learning and its potential barriers. The initial survey considered was the Community College Survey of Student Engagement (CCSSE), which would have provided more data on instructional processes directly related to academic achievement. However, the first survey period was scheduled for October 2003, and at that time, the CCSSE was neither web-based nor designed to be administered by the delivering institution's personnel. Due to CTC's worldwide presence, it was imperative to seek a survey that could be administered online and by CTC personnel so that CTC could manage its administration and analysis continuously and permanently. Therefore, the QCC opted for three satisfaction surveys from Noel Levitz for the QEP:

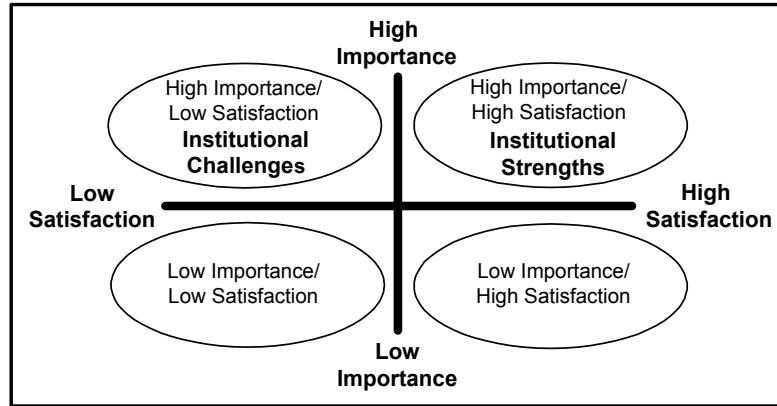
- The **Student Satisfaction Inventory (SSI)** that assesses satisfaction of students in traditional face-to-face classes in twelve (12) areas:
  - ⇒ Academic Advising Effectiveness
  - ⇒ Campus Climate
  - ⇒ Campus Support Services
  - ⇒ Concern for the Individual
  - ⇒ Instructional Effectiveness
  - ⇒ Recruitment and Financial Aid Effectiveness
  - ⇒ Registration Effectiveness
  - ⇒ Responsiveness to Diverse Populations
  - ⇒ Safety and Security
  - ⇒ Service Excellence
  - ⇒ Student Centeredness
  - ⇒ Academic Services
- The **Institutional Priorities Survey (IPS)** that parallels the SSI and allows institutions to compare perceptions of students with those of faculty and staff
- The **Priorities Survey for the Online Learner (PSOL)** that targets the needs and priorities of students in distance learning programs in five (5) areas:
  - ⇒ Academic Services
  - ⇒ Enrollment Services
  - ⇒ Institutional Perceptions

- ⇒ Instructional and Accreditation Support Services
- ⇒ Student Services

Aside from the surveys being web-based, there were other significant factors contributing to the selection of these surveys.

- Noel Levitz allows institutions to customize each survey with ten questions of their own design. Therefore, CTC asked the Distance Learning Department, Faculty Senate, and the QCC to design questions that lent themselves heavily to instruction because there was originally only one section, *Instructional Effectiveness (Instructional Services on the PSOL)*, addressing this topic that plays such a vital role in the QEP.
- A wide array of other service-related topics could provide useful information in removing barriers to student learning.
- Noel Levitz provides national and individual benchmark comparisons with other community colleges and similar two-year institutions and can provide year-to-year and target group reporting.
- Noel Levitz surveys establish relevant internal and external measures.
- Institutions can electronically monitor survey numbers as surveys are completed to ensure that the required number of responses is attained.
- All surveys and supporting survey information can be consistent in that they can be disseminated electronically.
- All the surveys measure importance **and** satisfaction, and cross-sectioning these two factors renders constructive information on strengths and challenges that can then be cross-referenced with other institutional processes.

The diagram on the next page shows how the surveys target institutional strengths as the items that are highly important to students and with which they are highly satisfied, while the institutional challenges are items that are highly important to students and with which they are dissatisfied. Thus, the top half of the matrix, which designates survey items of high importance, demands the institution's attention either as institutional strengths to market in recruitment efforts or as institutional challenges that become quality improvement priorities. Further, Noel Levitz has designed its analyses based on institutional *performance gaps*, defined as *the difference in the level of satisfaction and the level of importance*. Thus, the higher the performance gap, the greater the disparity in importance and satisfaction scales, indicating a challenge. CTC will not address the lower portion of the matrix since they are items of low importance to students, faculty, and staff.



**Justification of Issues**

To tap into issues that lead to improved student learning, CTC conducted needs assessments through Noel Levitz surveys, comparing the findings to other institutional data, such as grade distributions, departmental exams, student services wait times, and student persistence, along with strengths and challenges cited in Strategic Planning, to arrive at new issues every two years. In addition, other data such as grade distribution reports and pre-posttest results are also used. As this process matures, new assessment elements such as consistent, standardized tests are added. The QEP has been developed to allow for future adjustments to its processes and necessary streamlining. To ensure that the topic and issues have broad-based appeal, they were disseminated electronically to all constituencies and presented in training sessions, providing ongoing opportunities for feedback. The Noel Levitz surveys add invaluable credibility to the issue selection process since all constituencies take part in the survey process, and the analysis is done by an impartial external source.

**Engagement of Key Constituencies**

As the topic and issues were developed in the early stages of the QEP, all college constituencies participated: full time and adjunct faculty, classified and non-classified staff, administration, and Board of Trustees. Locations-at-a-distance were asked to provide feedback on the QEP topic, *Creating a Culture which Focuses on Enhancing Student Learning*, and later, on the designated issues to ensure feasibility in future processes, preclude tunnel-vision in considering worldwide locations, and facilitate inclusion in all aspects of the plan. Because the topic addresses the concept of “creating a culture,” it is further imperative for all members of the college community to understand their roles and connections to the learning process. By providing alignment training where systems relationships are examined, e.g., as in records personnel helping teachers who help students, all stakeholders become aware of their direct or indirect connection to student learning and the importance of removing barriers in the learning environment. As components of the college community are integrated into the QEP following an established implementation schedule, all share in the experience. As part of that experience, requests for feedback are elicited by email, through online discussion forums, and/or in person. Further, as the process evolves, the entire college community is involved in the Noel Levitz survey process as explained in Section 6.2.1, *Surveying/Establishing Baselines*, and in the development of Unit Assessment Reports focusing on established issues related to student learning.

# Section 5

By March 2004, the QCC had received widespread endorsement of the topic and issues from all levels and constituencies of the institution through feedback provided at the QEP Open House and a series of training events. Concurrently, from July 2003 through April 2004, the committee explored its own mission in conjunction with other institutional processes to find focus and cohesive direction. As referenced in Section 4.1, *Leadership Team*, there were four common threads indicated throughout the Strategic Planning Task Force Reports that the Leadership Team determined should have a vital role in the QEP:

- professional development and training
- communication
- technology
- resources

However, before the committee could develop the plan's goals, which would serve as meaningful and useful guidelines for the QEP, the terms *goal*, *objective*, and *strategy* were defined, ensuring congruency with on-going Institutional Effectiveness processes. Since the language of assessment can vary from institution to institution, the QCC approved the following terms and definitions to maintain consistency and clarity throughout discussions on QEP goals:

**A goal is where one wants to be; a destination.**  
**An objective is the direction one has to take to get to a destination.**  
**A strategy is what one has to do to get there.**

Once these terms were differentiated, the QCC incorporated the four common threads identified above into QEP goal development.

## 5.1 Goals, Objectives, and Strategies

Although the QEP Core Committee created six goals to guide the QEP process, Goal 1, as shown on the following page, is the primary goal which addresses measuring student learning and integrating processes to improve the quality of student learning. Goals 2-6 are outgrowths of Goal 1, necessary for the infrastructure to support Goal 1: to implement, maintain, and sustain the QEP process worldwide.

**GOAL 1: Improve processes that support instructional and non-instructional assessment in order to improve the quality of student learning.**

**OBJECTIVE 1: Develop and implement a consistent, system-wide process that focuses on measuring the improvement of student learning through measurable student outcomes.**

Strategies	General Timeline	Responsible Stakeholder
Implement QEP (system-wide process)	Ongoing	CTC as an institution
Develop/choose direct and indirect measurement tools	Projected (Fall 2004)	QEP units
Develop interventions that relate to specific chosen issues (i.e., feedback – Phase 1) through collaborative or individual assessment techniques	Projected (Fall 2004)	QEP units
Write Unit Action Plans (describe interventions related to chosen issues)	Projected (Fall 2004)	QEP units
Write annual Unit Assessment Reports to evaluate performance of selected QEP courses	Projected (Spring 2005)	QEP units
Develop a database for the collection of pre-/posttests and departmental exam questions	Projected Fall 2005	CRTP

**OBJECTIVE 2: Integrate results of system-wide satisfaction survey instruments with other institutional data to identify issues and remove barriers from student learning.**

Strategies	General Timeline	Responsible Stakeholder
Synthesize data from Institutional Effectiveness (IE), Strategic Planning, and Noel Levitz surveys to choose instructional/non-instructional issues	Accomplished and Projected (ongoing)	CTC as an institution
Provide training to new faculty and new sites to develop Unit Action Plans and other QEP processes/data reports	Accomplished and Projected (ongoing)	Leadership Team, IE, QCC
Document interventions with results housed at unit level	Projected (Spring 2005)	QCC, Leadership Team
Report results in Unit Assessment Reports	Projected (Spring 2005)	QEP units
Enact changes based on results	Projected (Fall 2005)	QEP units

**OBJECTIVE 3: Incorporate learning outcomes assessment into Strategic Planning and Institutional Effectiveness to provide a seamless, sustainable, transparent process which maintains Unit Action Plans, Unit Assessment Reports, and process-related data used to improve teaching and learning.**

Strategies	General Timeline	Responsible Stakeholder
Establish Learning Outcomes Assessment Office (LOAO) and create position of Director, Learning Outcomes Assessment to manage QEP process	Projected (April 2005)	CTC Leadership
Continue institutional research functions under IE	On-going	IE
Add learning outcomes assessment forms to IE processes, streamlining reports/forms and their due dates	Projected (Summer 2005)	IE, LOAO

**OBJECTIVE 4: Share and celebrate successes in the QEP process with faculty, staff, administration, and Board of Trustees and incorporate into QEP evaluation processes.**

Strategies	General Timeline	Responsible Stakeholder
Increase/enhance marketing strategies	Accomplished (Spring 2004)	Community Relations and Technical Publications (CRTP)
Disseminate CTC Report Card through various media	Projected (Summer 2005)	LOAO, CRTP
Organize and hold QEP Forum	Projected (Fall 2005)	LOAO/CTC

**GOAL 2: Develop and facilitate professional development and training on instructional and non instructional assessment and selected issues as they relate to best practices in order to improve the quality of student learning.**

**QEP DIRECTION**

Strategies	General Timeline	Responsible Stakeholder
⇒ Research, develop, and facilitate professional development/training to include the following topics <ul style="list-style-type: none"> <li>○ Current processes</li> <li>○ Assessment and accountability</li> <li>○ Identified issues arising from IE, Strategic Planning, and QEP</li> <li>○ Direct and indirect measurements of outcomes</li> <li>○ Best practices and other research assessment</li> </ul>	Accomplished and Projected (ongoing)	QCC, LOAO, Training Coordinator IE
Expand Faculty Professional Development Plan to include all adjuncts and non-Central Campus faculty	Projected (Fall 2005)	LOAO, Faculty Senate, Central Campus Dean
Form committee to develop PD plan for staff	Projected (Fall 2005)	LOAO, all Campus Deans, HR Director, Deputy Chancellors

**GOAL 3: Foster systemic faculty, staff, administrative, and student communication to support assessment in order to improve the quality of student learning.**

**OBJECTIVE 1: Disseminate information on institutional resources, assessment, best practices, and research.**

Strategies	General Timeline	Responsible Stakeholder
Continue to enhance website	Accomplished and Projected (ongoing)	CRTP
Emphasize importance of assessment through institutional publications such as catalogues and brochures	Projected Fall 2005	CRTP
Assign all CTC constituents email accounts	Projected (Spring 2005)	Information Technology
Use CTC website and email accounts to disseminate all QEP-related information	Projected (Fall 2005)	LOAO, CRTP
Facilitate communication on assessment and QEP issues among like disciplines/services worldwide	On-going	Campus Deans, LOAO, CRTP

**OBJECTIVE 2: Encourage student dialogue and feedback.**

Strategies	General Timeline	Responsible Stakeholder
Engage student representatives in learning outcomes assessment planning and analysis	Accomplished and projected (ongoing)	QCC, LOAO, Student Life
Include student feedback in decision-making through surveys and focus groups	Accomplished and Projected (ongoing)	QCC, LOAO

**GOAL 4: Empower all constituencies to use technology to support assessment processes in order to improve the quality of student learning.**

**OBJECTIVE 1: Use the CTC website, electronic instructional delivery systems, and other technological media as portals for information and feedback.**

Strategies	General Timeline	Responsible Stakeholder
Engage student representatives in learning outcomes assessment	Accomplished and projected (ongoing)	QCC, LOAO, Student Life
Make all CTC training available online through PowerPoint, streaming videos, and <i>Moodle</i> (course management system)	Accomplished and Projected (ongoing)	Distance Learning & Instructional Technology, CRTP, Training Coordinator
Place forms online by using web-based templates and Internet to increase ease of submitting unit/institutional information	Accomplished and Projected (ongoing)	Information Technology

**OBJECTIVE 2: Improve use of technology in providing research-based data profiles/reports to faculty and staff for use in analyses, evaluation, and planning.**

Strategies	General Timeline	Responsible Stakeholder
Through CTC IE website, provide online Compliance Review and Strategic Planning Report	Accomplished (Spring 2004)	Instructional and Accreditation Support Services, IE, Information Technology
Through CTC IE website, provide access to THECB and student data reports to unit leaders for use in UAR	Accomplished (Spring 2004)	Instructional and Accreditation Support Services, IE

**QEP DIRECTION**

Integrate data into IE reports and QEP Unit Action Plans/ Assessment Reports	Accomplished and Projected (ongoing)	QCC, LOAO, IE
Make all QEP reports available through online template formats accessible worldwide	Accomplished and Projected (ongoing)	Distance Learning & Instructional Technology, CRTP

**OBJECTIVE 3: Foster the use of instructional technology.**

Strategies	General Timeline	Responsible Stakeholder
Research and incorporate proven strategies/methodologies	Accomplished and Projected (ongoing)	Distance Learning & Instructional Technology, CRTP
Provide training through <i>Moodle</i>	Accomplished and Projected (ongoing)	Distance Learning & Instructional Technology, CRTP
Use computer software systems to increase student practice opportunities of course concepts	Accomplished and Projected (ongoing)	Faculty
Create incentives for faculty to increase use of proven educational technology	On-going	LOAO, QCC, Campus Deans
Create learning communities for faculty to promote use of technology in their teaching and learning	On-going	Faculty Senate, Central Campus Dean, LOAO

**OBJECTIVE 4: Create a database for storage and retrieval of learning outcomes assessment data**

Strategies	General Timeline	Responsible Stakeholder
Develop standardized assessment tools (i.e., Unit final exams, pre/posttest, surveys) for use among like disciplines/services across campuses worldwide	Projected (Spring 2006)	Worldwide faculty/staff
House and disseminate assessment tools to ensure integrity and standardization across like disciplines/services among campuses	Projected (Spring 2006)	LOAO

**GOAL 5: Involve the campus community in the QEP.**

Strategies	General Timeline	Responsible Stakeholder
Involve all constituencies in selection of topic	Fall 2003, on-going	Leadership Team
Communicate to all constituencies the ongoing status of the plan	Accomplished and Projected (ongoing)	Leadership Team
Identify components of campus to participate in learning outcomes assessment process	Accomplished and Projected	QCC
Revise job descriptions to include QEP tasks	Projected	Campus Deans, Dept heads , Leadership
Provide feedback at QEP Forum to faculty and staff and document institutional change using CTC Report Card and other institutional documents	Projected	LOAO

**GOAL 6: Provide the financial and personnel resources needed to support assessment efforts in order to improve the quality of student learning.**

Strategies	General Timeline	Responsible Stakeholder
Create Director, Learning Outcomes Assessment position to head LOAO and reports to Dean, Instructional and Accreditation Support Services	Summer 2005, on-going	LOAO, IA
Assign QEP administrative responsibilities to QIS, instructional departments and administrators	On-going	LOAO
Continue to send faculty/staff to conferences for training on assessment and student learning outcomes	On-going	LOAO
Purchase or develop dept or exit tests per discussion with faculty, department chairs	Projected (Spring 2006)	Faculty, Department Chairs
Develop and monitor budget, ensuring database, necessary software, and personnel allocated are line items	Accomplished and Projected (ongoing)	Leadership Team

**QEP DIRECTION**

Use experts and association affiliations as external guidance to ensure appropriate direction and continuance of QEP	Accomplished and Projected (ongoing)	Leadership Team
Establish QCC as a continuing, permanent part of Learning Outcomes Assessment Office (LOAO)	Accomplished and Projected (ongoing)	CTC Worldwide

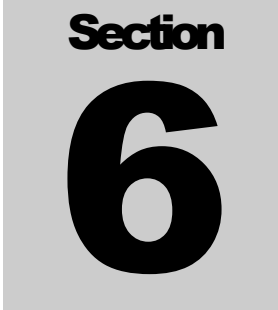
## 5.2 Additional Outcomes and Observable Results

Because goals are based on focus areas, issues, and challenges identified through the institution’s planning and evaluation processes, additional outcomes and observable results are expected:

<i>Outcomes</i>	<i>General Timeline</i>	<i>Responsible Stakeholder</i>
Improved Noel Levitz performance gaps related to chosen issues	Projected (Fall 2006, Fall 2008, etc. – on-going)	CTC, worldwide
Enhanced data used to inform instructional, administrative, and process decisions promoting course, unit, program, and institutional improvements	Accomplished and Projected (ongoing)	IE, LOAO, IR, QCC, Instructional & Accredit., Support Services

It is important to note that because the crux of the QEP centers around decision-making, actions and interventions taken by like units are more meaningful and have greater impact than actions and interventions dictated from outside those units. Thus, the outcomes are as unique as the units.

**Comparative data and collaborative decision-making build relationships among like disciplines worldwide.**


 A graphic consisting of a grey square background. At the top, the word "Section" is written in a bold, black, sans-serif font. Below it, the number "6" is written in a very large, bold, black, sans-serif font.
 

# Section 6

CTC is a unique institution with over 150 worldwide sites. With this in mind, the QCC recognized the magnitude of establishing infrastructure worldwide and the necessity for QEP implementation locally prior to the involvement of locations-at-a-distance. The QEP lays the groundwork through local pilot-testing before the plan is adapted to and implemented at other locations. As part of this process, a growing array of logistical and contractual challenges must be considered:

- Access to web-based surveys and training at all locations
- Access to email for all personnel
- Permission to survey within certain military and Texas Department of Correction (TDC) installations
- Interference with contract award requirements and contract disputes
- Variance among individual units regarding method of measurement and documentation of specific course student learning outcomes and their use for improvement

Therefore, based on the initial conceptual model presented to the Leadership Team early in the QEP process, as is mentioned in Section 4.1, *Leadership Team*, the QCC endorsed dividing the QEP into phases.

## 6.1 Implementation Schedule

A broad implementation schedule consists of the following three phases:

### Phase 1 (2003)

Includes college-credit programs on Central Campus and 5000 series Distance Learning (DL) courses. CTC differentiates between 5000 and 6000 series DL by the location at which the course originates. The 5000 series is originated on Central Campus by Academic and Vocational/Technical departments. Each unit selects five high-enrollment college-credit courses to participate in Phase 1 and add five additional courses to participate with each upcoming phase.

### Phase 2 (2006)

Includes all participants from Phase 1 and college-credit courses offered through Fort Hood and Service Area Campus, Continental Campus, Pacific Far East Campus, Europe Campus, and Navy

**QEP MODEL & TIMELINE**

Campus. Two designated sites from each campus participate in Phase 2. Then, in following phases, two additional sites from each campus are added until all sites are actively participating. In addition, this phase includes 6000 series DL courses, originated by Continental Campus. With each phase, instructional units will add at least five high-enrollment college-credit courses to participate in the assessment of individual student learning outcomes (See [http://www.ctcd.edu/qep\\_implementation\\_schedule\\_by\\_course.pdf](http://www.ctcd.edu/qep_implementation_schedule_by_course.pdf)).

**Phase 3 (2008)**

Includes all participants from Phases 1 and 2 and the addition of college-credit/non-credit courses taught through the Texas Department of Corrections, all other non-credit courses taught through military contracts or Memorandums of Understanding, and CTC’s Community Outreach programs, such as Adult Education and Continuing Education.

Concurrently, the non-instructional focus is addressed through the selection of two support/administrative units per campus that indirectly address student learning in their Unit Action Plans and Assessment Reports, following the same QEP Implementation Schedule as instructional units. The QEP Implementation Schedule by Phase is shown below:

**QEP Implementation Schedule by Phase**

Key: B=Baseline Measures                      I=Intervention

**Phase 1—Central Campus**

Fall 2004	Spring 2005	Fall 2005	Spring 2006
B	I-1	I-2	I-3

125 Instructional Courses

**Phase 2—Texas Sites, Worldwide Sites**

Fall 2006	Spring 2007	Fall 2007	Spring 2008
B	I-1	I-2	I-3

Phase 1 courses + 128 Courses = 253 Instructional Courses

**Phase 3—Continuing Ed, Corrections, Non-Credit Worldwide**

Fall 2008	Spring 2009	Fall 2009	Spring 2010
B	I-1	I-2	I-3

Phase 1 & Phase 2 courses + 87 Courses = 340 Instructional Courses

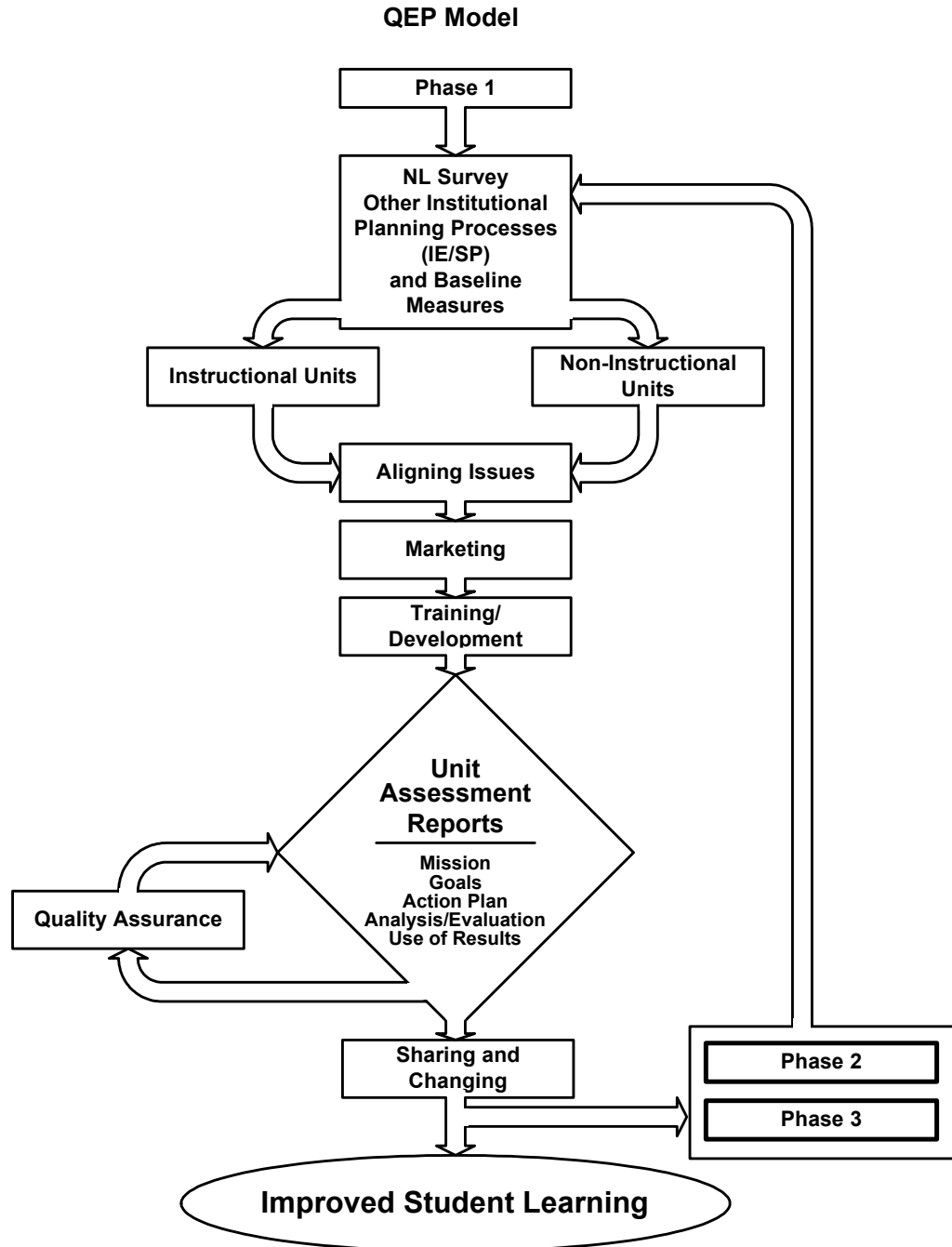
**Full QEP Implementation**

Fall 2010	Spring 2011	Fall 2011	Spring 2012
B	I-1	I-2	I-3

Phase 1, 2, & 3 courses + 82 Courses = 422 Instructional Courses (TOTAL)

Thus, by 2008, all components of CTC are fully participating in the QEP as shown in the model below. Although it will take five years from Phase 1 through Phase 3 to garner full participation, all college programs will be actively involved in assessment by Fall 2008. As the process unfolds, the QCC remains focused in its efforts to implement and proceed with a plan that is thorough, sustainable, and as flexible as possible for its participants.

The QCC will oversee the integrity of the plan by continuing to monitor and evaluate each phase for maximum efficiency and effectiveness. Further details on the evaluation of the QEP can be found in Section 8.2, *Leadership*.



## 6.2 Stages within Each Phase

Embedded in each phase of the QEP are six stages of operation:

- Surveying/Baseline Measuring
- Aligning Data
- Marketing

- Training
- Assessing
- Sharing and Changing

### 6.2.1 Surveying/ Baseline Measuring

In order to further narrow the focus and establish baseline measures against which future data can be compared, each stage begins with the Noel Levitz survey, which is discussed in detail in Section 4.3.2, *Process of Issue Development*. In each phase, the survey period begins in October of the first year, with results synthesized by Noel Levitz by December. Results are analyzed, and non-instructional and instructional issues are distributed to all units by the December semester break (see Section 6.2.4, *Training*). January is designated for unit feedback regarding potential issues that have surfaced from the surveys, and these issues are finalized by the end of January. All units are ready to begin discussion and training on the new issues in February. The QCC predicts that the biggest challenge throughout each surveying period will be information access due to CTC's unique locations-at-a-distance, some of which are remote and have limited access to Internet. This consideration is discussed more extensively in Section 3.2, *Strengths and Challenges*.

In addition, student course evaluations, *Faces of the Future* surveys, Texas Education Higher Coordinating Board outcomes data on student achievement, and other IE data provide the baseline for later comparisons (see <http://www.ctcd.edu/ie/index.htm>).

### 6.2.2 Aligning

In addition to the alignment with the institution's mission, vision, and philosophy discussed in Section 3.2, *Strengths and Challenges*, CTC's Strategic Plan provides the framework that links the primary goal of the QEP, improvement in student learning, to institutional goal setting and planning efforts.

#### **Goal 1, Objective 1:**

*To provide a systematic process to update curricula district-wide that fosters student goal attainment in light of changing requirements, remains current with workplace technology, and incorporates the development of workplace competencies, skills standards, and communication skills*

#### **Goal 1, Objective 3:**

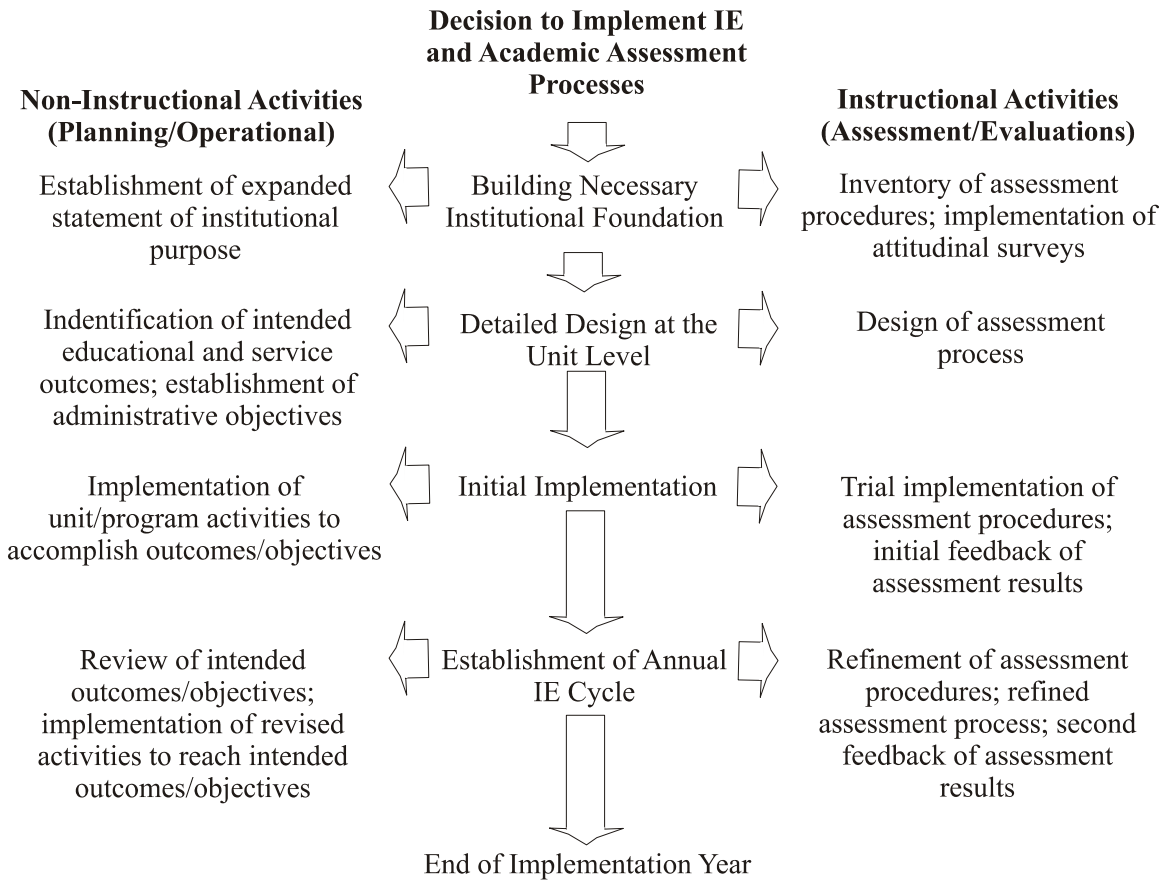
*To provide a systematic plan for faculty development and instructional improvement that is uniform and consistent across department*

#### **Goal 2, Objective 2:**

*To evaluate continuously programs, services, processes, and personnel and use the results of such evaluations to improve programs, services, processes and activities*

Based on these processes and the underlying assumption that the institution must be unified in its purpose and involvement in the QEP process in order to genuinely change the campus culture, the QCC judiciously determined that the QEP should approach training and assessment through

two permanent cohorts: an instructional group and a non-instructional group. These became CTC’s areas of focus. Using Nichol’s (1995) *Decision to Implement IE and Academic Assessment Processes* as a basis for the model shown below, the role of the QEP Core Committee is to ensure a unified approach for both groups in training, assessment, and implementation. The separation of faculty and staff as instructional and non-instructional areas of focus allows each group to hone its assessment to best identify challenges and solutions for its stakeholders. The QCC collaborates with both cohorts on their issues, with the idea that the process will “take on a life of its own,” shifting and evolving through extensive collegial discussion.



**6.2.3 Marketing**

The Community Relations and Technical Publications (CRTP) department plays a key role in the QEP. With a representative on the QCC, this department is responsible for developing institutional awareness of the QEP. CRTP creates graphics and media opportunities; establishes and maintains communication venues with online access; and disseminates information on QEP requirements, the concept of assessment and accountability, survey information, new issues, training, assessment results, and QEP evaluation processes.

## Website

Access to QEP information is vital to the QEP's success. Because the QEP website is continuously updated with the latest information, it remains a dynamic document. It is also interactive and contains a feedback mechanism. Thus, the website, [www.ctcd.edu/home\\_qep.htm](http://www.ctcd.edu/home_qep.htm), maintained by CRTP, is perhaps the single most important component in "creating a culture."

Most importantly, the website has proved to be inordinately helpful in addressing the unique challenge to offer all constituencies the ability to comment and provide feedback in this process. Any suggestions for changes, additions, deletions, and information clarification can be submitted by simply clicking on the "I Have An Idea" icon found on each page of the website. Comments go directly to the QCC email box, where they are monitored and addressed by the QCC. Any questions that can be easily addressed are done so within twenty-four hours. Other complex issues are reported and discussed at each QCC meeting. Either way, the QCC responds to email individually or through the "Announcements" section on the website. Additionally, any interesting work or discoveries lending new excitement to QEP efforts and special comments about units or individuals who have invested heavily in the academic assessment process are also noted in the "Kudos" section. CTC believes that in order to truly foster "creating a culture," it is important that all constituencies acknowledge that they are, indeed, part of the changing CTC culture and that they are recognized and/or rewarded for their efforts.

## Open House

Once the critical issues have been identified, each phase begins with an Open House to kick off the QEP Campaign for all participants within the phase. While in Phase 1, this event can be delivered face-to-face, in Phases 2 and 3, the Open House also is delivered using electronic media, including the use of Web-cams and CDs. Each Open House is available in real time and taped for those locations-at-a-distance for which real time is unrealistic. The QCC also strongly encourages locations-at-a-distance to organize a traditional or virtual Open House appropriate to their location in order to spark needed interest and excitement in conducting assessment and to promote positive changes assessment results incurred in previous phases to improve student learning. This event is very important for new faculty, staff, and administrators who are not familiar with the QEP and who can glean information that assists them in defining their role as participants in the QEP.

## FOCUS Newsletter

To ensure all constituencies have access to QEP information, Community Relations and Technical Publications created a monthly newsletter called *FOCUS*, which, in addition to being web-based, is also distributed in hardcopy via monthly payroll. Although editorial responsibility for *FOCUS* lies with the QCC, everyone is welcome and invited to submit articles of interest to the QCC for publication consideration. As of May 2004, four issues have been published and distributed worldwide, and resources have been allocated for continuation. Copies of the *FOCUS* Newsletter can be viewed on the website at ([http://www.ctcd.edu/qep\\_nltr\\_archives.htm](http://www.ctcd.edu/qep_nltr_archives.htm)).

## 6.2.4 Training

As discussed in Section 3.2, *Strengths and Challenges*, training and development continue to be challenging as CTC embarks upon the QEP process. The QCC determined that it was very important to provide an orientation in order for all employees to have a grounded understanding of the QEP and the philosophy of assessment and accountability before receiving training on specific issues before implementation. It is important that all phases begin with this orientation to ensure everyone understands that the process is not exclusively about meeting SACS-COC Core Requirement 12; rather, it is about continuously and permanently looking at the role of the stakeholders within this institution to see what is being done well and what can be improved relative to student learning. In addition to general orientation sessions and workshops on assessment and accountability, specific workshops with instructional representatives include training on Bloom's Taxonomy, direct and indirect measures, collaborative assessment techniques, development of student learning outcomes (SLOs), and exam/syllabi alignment with course SLOs. Workshops with the non-instructional groups include learning outcomes and survey development as they apply to support units. Additionally, although all faculty, staff, and administrators implicitly know that improvement of student learning is at the core of the QEP, Faculty Senate, the Recruitment and Retention Committee, and other decision-making bodies accept the responsibility for becoming knowledgeable and remaining current in the field of assessment, making the entire process explicit, transparent, and rich with opportunity.

As the QEP becomes part of the permanent organization and structure of CTC (see Section 8.0, *Initiation and Continuance of Quality Enhancement*, for more detailed information), some responsibility for training is allocated to the Training Coordinator position within Human Resources. Other training is developed and coordinated in the Learning Outcomes Assessment Office. The Training Coordinator is a permanent member of the QCC, and all training is coordinated through these two offices. However, it is also important to note that much of the anticipated training for future phases may rely on faculty and staff subject-matter experts and those with specialized conference and workshop training. These experts work with the Training Coordinator and the Learning Outcomes Assessment Office in developing the content and schedule of training. Both offices also seek additional internal and external resources and media to include videos, online modules, webcam workshops, CD-ROMs, and instructional delivery systems such as *Moodle*; see the following page for more information on the IE Portal.

### QEP Units

In order to facilitate the training required for the QEP during each Phase, campuses are divided into units. A unit is defined as a department, site, or specialized work group. Most units maintain an independent budget. Additionally, most units are either instructional or non-instructional, but some, such as Instructional Department Administrative Assistants, may be a mixture of the two. Each unit has an assigned Unit Leader, usually the Department Chair, Lead Supervisor, or Site Director. Each unit has also designated one person, a QEP Specialist, to be the "resident expert" on the QEP. A list of QEP units, Unit Leaders, and QEP Specialists is provided online at [http://www.ctcd.edu/qep\\_specialists.pdf](http://www.ctcd.edu/qep_specialists.pdf).

**QEP Specialists**

At the beginning of each Phase, the QCC asks that all Unit Leaders, both instructional and non-instructional, designate at least one QEP Specialist. This specialist, through the “train-the-trainer” model, becomes responsible for further training within their units. This includes collaborating with the Unit Chair to hold meetings where unit members discuss their QEP initiatives, completing the QEP Unit Action Plan and Faculty Report, gathering and compiling data, and completing the QEP Unit Assessment Report. It is through the training of QEP Specialists and Unit Leaders that faculty and staff internalize the importance of assessing student learning outcomes. A list of duties and responsibilities of the QEP Instructional Specialist (QIS) and QEP Non-instructional Specialist (QNS) can be viewed under Instructional/Non-instructional Specialists Guide on the website at [www.ctcd.edu/home\\_qep3.htm](http://www.ctcd.edu/home_qep3.htm), along with the *Sample Glossary*.

**The IE Portal**

Unit Leaders and their specialists use the IE Portal to access *Moodle*, a web-based instructional management system similar to WebCT or Blackboard, to create and submit their QEP Unit Action Plans, QEP Unit Assessment Reports, and supporting documentation such as syllabi, tests, and data summary reports. In addition, training and communication links enable Unit Leaders and Specialists to address issues related to the QEP. The IE Portal can be accessed under QEP Specialist Tools ([www.ctcd.edu/home\\_qep3.htm](http://www.ctcd.edu/home_qep3.htm)).

**6.2.5 Assessing**

As noted by Angelo and Cross (2004), the report *A Nation at Risk* led to a reexamination of the quality of teaching and learning at all levels of education in America, asking two fundamental questions: (1) How well are students learning? and (2) How effectively are teachers teaching? As a result, academic assessment at the program and institutional level became the national thrust of the last decade; and institutions of higher education, including CTC, focused on a broader interpretation of these questions. As stated in Section 3.2, *Strengths and Challenges*, CTC’s planning and evaluation processes are “an integrated and mature institutional effectiveness system that furnishes a framework for participatory planning and assessment.” The established system includes an annual self-assessment of every unit and engages every level of the college through an evaluation of instruction and programs. Due to the initial focus of the educational accountability movement, CTC’s assessment efforts have focused primarily on processes at the unit and program level. However, with the call for educational accountability becoming more strident in the last few years, the emphasis has driven assessment down to the course and individual student level where more *direct* observation and measurement of student learning outcomes can take place. Through the examination of students’ work, performance, and behaviors, institutions can gain knowledge about the efficacy of their work. How well do students learn what we expect them to learn and how can we use this information to make positive changes in their learning experiences?

In addition, according to Maki (2004), “assessing for learning is a systematic and systemic process of inquiry into what and how well students learn over the progression of their studies and is driven by intellectual curiosity about the efficacy of collective educational practices.” This

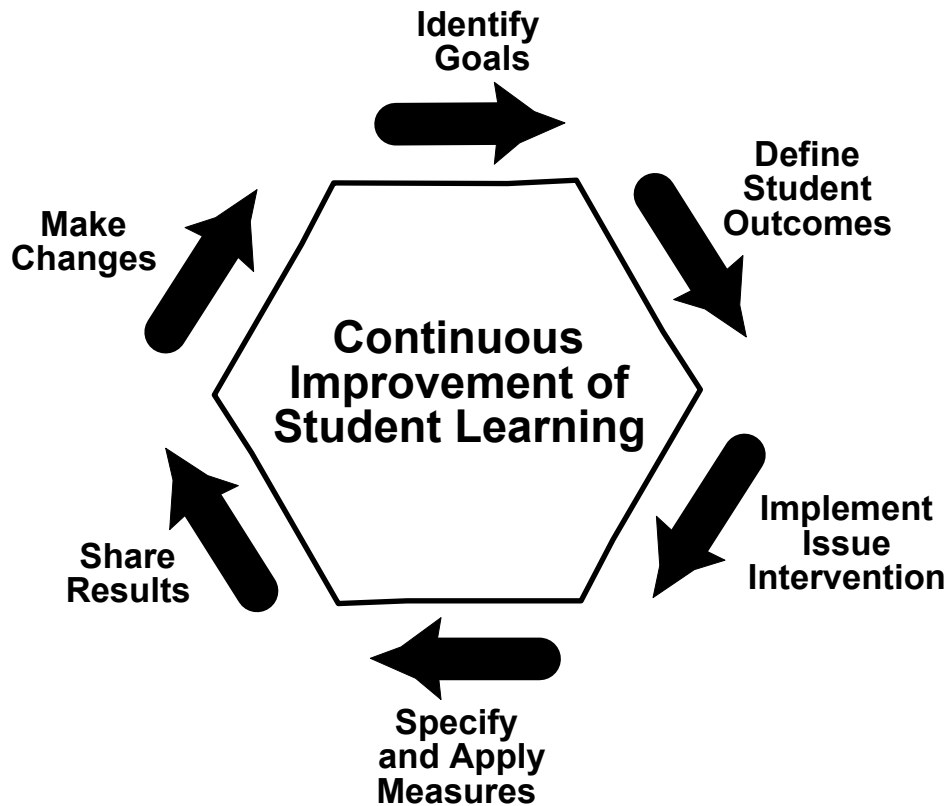
statement affirms that the process of assessment regarding student achievement is not a series of isolated measures. Rather, it is a series of interconnected and interdependent measures that flow throughout core IE and Strategic Planning processes and follow students through all of their studies, generating dialogue on and guiding all aspects of teaching and learning within the institution. Currently, IE conducts program-level assessment with both administrative outcomes and learning outcomes anchored in institutional values and purpose. By measuring learning outcomes on the course level through the QEP process, instructors and departments can now determine specific areas of learning that need to be addressed in order to better improve student learning within the classroom. These findings may impact program outcomes, which, in turn, may lead to a revision of institutional core outcomes, the mission statement, or other guiding principles. Likewise, these elements of purpose can guide program outcomes which affect course outcomes. Hence, there must be balance in the upward and downward connection between what and how students learn and the design of the curriculum as evidenced through institutional core outcomes, program outcomes, and now with the QEP, course outcomes.

The QEP process affords the institution the opportunity to establish learning outcomes assessment processes across *instructional* units to a level of specificity requiring direct measures of student learning through established student learning outcomes. Through Unit Action Plans and Unit Assessment Reports, members among like disciplines collaborate on the QEP process described below:

- Administer Noel-Levitz surveys and align with other institutional process outcomes to determine critical issues.
- Provide training on challenges.
- Establish baseline information through combinations of direct and indirect measures.
- Draft Unit Action Plans which propose issue-related interventions.
- Implement Unit Action Plans. Measure student learning outcomes and/or student satisfaction after interventions to determine “value added” to student learning.
- Analyze and evaluate Unit Action Plans and Unit Assessment Plans.
- Use results to determine future Unit Action Plans.
- Assimilate results to determine if the institution improved the quality of student learning in the Unit Assessment Report.
- Implement change based on assessment results.
- Repeat cycle.

For *non-instructional* units, unit members follow the same general course of action; however, their assessment indicators indirectly impact student learning experiences. Because these units have a supporting role, only two non-instructional units have been selected to participate in the phase, with two more units added at the inception of each new phase. Since IE also addresses non-instructional units in its current processes, these two components merge when IE adds to its processes performance outcomes addressing the chosen QEP non-instructional issue; e.g., Phase 1 – Service Excellence.. In these units, Unit Action Plans and Unit Assessment Reports to improve or remove barriers to student support services are developed and implemented as seen in Appendix A.

The following graphic depicts this cycle of continuous improvement of student learning:



### Benefits to Student Learning

Because CTC’s faculty and staff are the internal engine and driving force behind the quality of the institution’s instruction and service to students, collective inquiry is useful in improving their pedagogy and process. CTC personnel want to know what improves their efficacy to better fit the needs of students and how well students are translating instruction into their own work and fulfillment of their own goals. The benefits at the student and classroom/service levels include

- Improving teaching and learning by aligning learning outcomes with the appropriate skills and measurements (classroom),
- Incorporating cognitive, behavioral, and affective skills within the appropriate levels of courses and programs (classroom),
- Accessing data directly to measure student learning in order to improve courses,
- Using observable, measurable, outcomes-based grading criteria, such as rubrics, to clearly explain curricular strengths and deficiencies to students (classroom), and
- Focusing efforts to ask students what they need and respond to areas of challenge that they have designated as less than satisfactory (classroom and service).

In addition, with the evidence derived from measuring outcomes, CTC gains information on the comparability and effectiveness of programs across all units. Using best practices, units have established a core of specific and measurable instructional and non-instructional

outcomes. This is the first step leading to standardized tools such as departmental exams, which enable the institution to determine how like programs across units are performing. Test questions are generated by collaboration across units within like disciplines and housed and distributed through the Learning Outcomes Assessment Office.

**Consideration of Best Practices**

Best practices in assessment recommend the following direct methods be used in the assessment of student learning. A *direct method* of assessment directly examines or observes student knowledge or skills against measurable learning outcomes. An *indirect method* of assessment measures the perceived extent or value of learning experiences. For example, a satisfaction survey measures perceived learning while pre- and posttests measure actual learning. Instructional units must include at least one direct measure. They are further encouraged to triangulate, supplementing one direct measure with two other direct or indirect measures.

Direct Measures	Indirect Measures
Pre- and post- tests	Performance appraisals
Externally reviewed exhibitions/performances	Archival records
Capstone experiences	Focus Groups
Portfolio Assessment	Graduation rates
Commercial, norm-referenced, knowledge-based standardized tests	Aptitude-based standardized tests (SAT)
Performance on national licensure, certification and professional exams	Retention or Transfer Studies
Locally developed tests/exams	Alumni, employer, or student surveys
Oral examinations	Written surveys and questionnaires (Noel Levitz)
Behavioral observations	Program completion rates
Competencies through rubrics	Grades without accompanying rubrics
Embedded assignments	Job placement data

The chart in Appendix F specifies the kind of assessment outcomes CTC currently reports. As the chart shows, the majority of CTC’s assessment of student learning on an institutional level uses indirect methods. The QEP’s exploration of best practices of assessment guides a new component in CTC reports: the direct measure of individual student learning. A compilation of additional best practices and literature review abstracts, gathered by the QCC Research Team,

related to Phase 1 issues can be found under QEP Specialist Tools on the website ([www.ctcd.edu/home\\_qep3.htm](http://www.ctcd.edu/home_qep3.htm)).

In addition, best practices on the precise instructional and non-instructional issues that surface from Noel Levitz surveys, IE, and Strategic Planning inform intervention decisions used in the QEP. For example, if *Service* is an issue arising from surveys and other institutional data, CTC will examine best practices to determine what course of action, or intervention, can be implemented to improve learning outcomes.

### **Standard for Improved Student Learning**

The QEP is based on the broad definition of student learning as it is explained in *The Handbook for Reaffirmation of Accreditation* published by the Southern Association of Colleges and Schools, Commission on Colleges:

*Student learning may include changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience.*

More specifically, CTC has narrowed its definition by focusing on the issues identified in each phase. Phase 1 results establish CTC's initial benchmark against which future phases will be compared (See Section 9, *Phase 1: Implementation*). Because CTC has had no prior experience in establishing a benchmark of this sort, and, after much discussion, the QCC determined that if 50% or more of the total participating units report an improvement in student learning, this measure was a reasonable beginning standard, which could be adjusted in future phases, allowing for the latitude and flexibility needed to achieve the desired unit goals. Thus, CTC's definition of "improved student learning" is determined by the following standard:

**Student learning has improved institutionally at CTC when more than 50% of completed Unit Action Plans have improved student learning.**

When this standard is achieved, which includes the process of measuring individual course student learning outcomes and using this data in conjunction with intervention data to make the unit determination of improved student learning, CTC meets or exceeds its goal of improving student learning and, as an institution, continues to strive for improvement in each subsequent phase.

Achievement of this standard is determined by the QCC through the analysis and synthesis of individual Unit Assessment Reports, due May 31 of the second year of each phase. The Unit Assessment Report details the unit's goals of improving student learning related to the selected issues, the unit's actions and interventions, and the unit's indicators/metrics used in determining whether or not the unit's particular goals have been met. The QEP Specialists, along with their unit leaders, report their unit's findings, documented through the compilation of the individual unit faculty member's reports (see Unit Faculty Report), or other measurements predetermined by the unit (see non-instructional Unit Action Plan). A sample of these reports can be found in Appendix A. These reports are filled out and submitted to the QCC through the IE *Moodle* portal (see Section 6.2.4, *Training*). Upon compilation of these reports, the QCC documents their

findings in the CTC Report Card, the document that confirms CTC's improvement in student learning.

Since the QEP is a continuous, long-term assessment process leading to institutional change, the CTC Report Card serves as a guidepost to ensure CTC is on the right path toward meeting and eventually exceeding its primary goal. (More details about the CTC Report Card can be found in Section 6.2.6, *Sharing and Changing*.)

### **Quality Assurance**

Quality assurance (QA) throughout the QEP assessment process is needed to ensure that units are conducting academic assessment with rigor, consistency, and sound methodology grounded in best practices as noted in Armacost & Pet-Armacost (2003). An additional subcommittee of the QCC, appointed November 2004, forms the Quality Assurance Team, which implements the QEP QA process described below.

The QEP's quality assurance processes employ the following strategies:

#### *Monitoring*

The QA Team reviews Unit Action Plans before implementation to ensure that direct measurements are being employed in the instructional areas and that the units are following the guidelines established by the QCC. For non-instructional units, this team monitors Unit Action Plans to ensure focus/issues are sufficiently narrow, validated, and appropriately measured.

#### *Feedback Loops*

The QEP process must ensure that when feedback is provided, it not only offers recommendations but also provides the means to ensure that recommendations are understood and clarifies how improvements occur. The feedback loop is closed when positive change has occurred.

Closure in the feedback process is essential to effective assessment, and the Unit Assessment Report, completed annually by May 15, is designed to provide that closure. The Unit Assessment Report includes the following:

- ⇒ Unit Goals
- ⇒ Unit Action Plan
- ⇒ Student Learning Outcomes
- ⇒ Direct and indirect measures
- ⇒ Intervention
- ⇒ Results
- ⇒ Analysis
- ⇒ Evaluation
- ⇒ Modifications to Unit Action Plan based on evaluation
- ⇒ Projected changes based on findings

The QA Team reviews the Unit Assessment Report and makes recommendations on how the unit might improve its assessment process as outlined in its report:

- ⇒ using alternative measures
- ⇒ improving methodology
- ⇒ disseminating and using results more effectively
- ⇒ using more suggestions from experts on other considerations that may positively affect student learning outcomes

These QA recommendations provide guidance for the unit on how to actualize its assessment report results to improve student learning within that unit.

QA Team recommendations are delivered to each unit by August. Units have the opportunity to address recommendations in the upcoming fall semester before new Noel Levitz surveys are administered. Units also implement new or modified strategies and measures for improved student learning by the end of that fall semester. Finally, the QEP Forum (see Section 6.2.6, *Sharing and Changing*) scheduled for the fall semester of the phase offers further insight into activities and processes of other units and how effective their interventions have been. Although new phase survey findings are released by the following January, the unit may continue to incorporate recommendations into unit interventions and training.

#### *QCC Support*

As noted in Section 4.2, *QEP Core Committee*, the QCC Research Team researched and provided articles addressing the twelve Noel Levitz topics, giving units sources of data and other information at their disposal from which to select appropriate best practices and incorporate them into their own unit plans. In addition, the Coordinator, Institutional Research is available to assist units in developing surveys, focus groups, or other forms of assessment in further investigating and narrowing their issues, establishing baseline measures, measuring student learning outcomes, and analyzing findings.

#### *Consultations*

The QCC is available to units at any time to provide specific training or assistance and clarification. The QA Team also assists the Director, Learning Outcomes Assessment with assessing the assessment process itself through monitoring and providing feedback to the unit and to the QCC.

During each unit's initial phase, the instructional unit receives a copy of *Classroom Assessment Techniques: A Handbook for College Teachers* (2004) by Thomas Angelo and K. Patricia Cross at QEP Instructional Specialist (QIS) training. This text is used by the QIS and the unit as a resource and guide to best practices in academic assessment.

The non-instructional units narrow their issues, define expected outcomes, and receive training on approaches to improve learning or eliminate barriers to student learning. In addition to the QEP Training Schedule, specific information regarding non-instructional specialist strategies can be found on the website under QEP Specialist Tools ([www.ctcd.edu/home\\_qep3.htm](http://www.ctcd.edu/home_qep3.htm)).

Once each unit submits the Unit Action Plan by November 1, the QA Team then employs a three-stage process guided by questions for the unit to follow to improve their Unit Action Plans. The QA Team submits these recommendations in checklist form to each unit by December 1. The unit then makes any changes based on these recommendations and resubmits its action plan by December 15. Unit Action Plans are considered final at that time. Additional questions and consultations may continue in January, if necessary.

<b>Stage 1</b>	Did all units turn in documentation with all of the required components?
<b>Stage 2</b>	Are all the components there and are they done correctly?
<b>Stage 3</b>	Are the components there, done correctly, and are they appropriate and meaningful?

During Stage 2, the QA Team also ensures that the measurement options employed have validity through the following:

- ⇒ **Relevance** measures the instructional or non-instructional outcome as directly as possible
- ⇒ **Accuracy** measures the instructional or non-instructional outcome as precisely as possible
- ⇒ **Utility** provides formative and/or summative results with clear implications for evaluation and improvement of learning or removal of barriers to learning

Additionally, it is recommended that units triangulate, that is, use multiple methods of assessment, to maximize validity and reduce potential bias of any one approach. Training and documentation on various methods to include triangulation is provided by the QCC Team during each Phase.

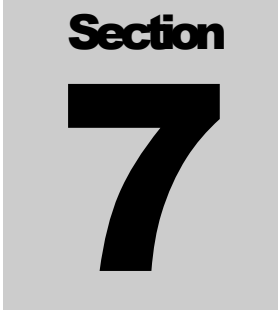
## 6.2.6 Sharing and Changing

### QEP Forum

The QEP Forum is scheduled for the fall semester of each phase and may be face-to-face and/or web-based. The forum provides opportunities for units to share their experiences. Hearing and seeing what others are accomplishing offers unique insights into what is practical, sound, and manageable. As research and prevailing theories are confirmed or denied, units have the unique opportunity to articulate their perspectives and promulgate best practices. This forum, the culmination of unit efforts, should be unifying, synergistic, and empowering. In addition to giving kudos to units with exemplary plans and results, kudos is also given to all units and QEP Specialists for their efforts. All results, expected and unexpected, are informative and assist the institution in determining future courses of action. The forum leads all units to the common perception, as measured through focus groups and surveys as part of the QEP evaluation, of the value of performing academic assessment to improve student learning, and, most importantly, affirms that CTC's mission to offer access and quality in learning is actively and continuously addressed worldwide.

### **CTC Report Card**

The CTC Report Card has three important functions. First, it reports to all constituencies how CTC is meeting its goal to improve student learning after all Unit Assessment Reports have been assimilated by the QCC. As explained in Section 6.2.5, *Assessing*, “Standard for Improving Student Learning,” if more than 50% of the units report an improvement in student learning, the institution determines that CTC has met its goal to improve the quality of student learning. Second, the Report Card also provides an account of the QEP’s progress in meeting additional goals as stated in Section 5.1, *Goals, Objectives, and Strategies*. Finally, the CTC Report Card assesses the actual QEP process and addresses evaluation components following the Nichols model of assessment (See Section 7.1, *Internal Measures*). The CTC Report Card is delivered worldwide annually through various media. Findings are used to inform changes and improvements.


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In order to determine whether the QEP is meeting the needs of CTC and is indeed the catalyst to “Creating a Culture that Focuses on Enhancing Student Learning,” CTC evaluates this process using internal, external, informal, and formal measures.

## 7.1 Internal Measures

CTC monitors the progress of the QEP in two important ways: (1) informally through monthly QCC meetings, ongoing training, focus groups, and consultations and (2) formally through the annual QEP evaluation of Unit Assessment Reports and the CTC Report Card, both of which are shared with stakeholders and constituencies during the summer. The QEP Evaluation Survey, completed by participating units in June, serves to determine how well the QEP is being managed. This Evaluation Survey, in development, ensures that

- ⇒ the QEP supports the CTC mission, vision, and philosophy,
- ⇒ unit goals continue to support the stated issues,
- ⇒ appropriate processes have been established to allow for participation from all constituencies of the college in the following areas:
  - Strategic Planning
  - Learning Outcomes Assessment
  - Institutional Research
  - Institutional Effectiveness
  - Instructional and Accreditation Support Services
  - Support Services,
- ⇒ the analysis and dissemination of QEP results are adequate, effective, and accessible worldwide,
- ⇒ the process for completing departmental and institutional budgets is effective and clearly linked to Strategic Planning and Learning Outcomes Assessment processes,
- ⇒ quality assurance improves the Learning Outcomes Assessment process,
- ⇒ the CTC Fact Book and other institutional data reports are useful planning tools and aid in dissemination of institutional data,

**EVALUATION OF THE QEP**

- ⇒ LOAO provides support to QEP participants and coordinates the internal and external measures of evaluation,
- ⇒ technology is supportive of the QEP process,
- ⇒ technology facilitates the QEP process,
- ⇒ financial and personnel resources are adequate, and
- ⇒ broad participation is facilitated.

The CTC Report Card gauges the progress of every goal, as measured by predetermined indicators, assimilates important evaluative information reported by each individual unit, and makes that information public and transparent. The CTC Report Card, under development, uses the Nichols model of assessment to evaluate the QEP because the model succinctly addresses the following components of assessment endorsed by best practices:

- ⇒ unit (course) objectives
- ⇒ student learning outcomes
- ⇒ assessment criteria and evaluation methods
- ⇒ assessment results
- ⇒ use of results

CTC espouses the philosophy that evaluative measures are not designed to be punitive in nature; rather, they are used for improvement of processes and outcomes. Thus, the institution welcomes and continually elicits feedback on how CTC is doing and how it can improve.

To guide formal evaluation that takes place annually in June, CTC follows the four standards established for program evaluation set forth by the Joint Committee for Educational Evaluation (1994):

<p><b>UTILITY</b></p> <p>Identification of stakeholders</p> <p>Credibility of evaluators</p> <p>Pertinence of information</p> <p>Clarity and timeliness of reporting</p>	<p><b>Source(s) of Data</b></p> <p>Constituent Focus Groups</p> <p>QCC Focus Groups-QA Team</p>
<p><b>FEASIBILITY</b></p> <p>Practicality of procedures</p> <p>Political viability</p> <p>Cost effectiveness</p>	<p><b>Source(s) of Data</b></p> <p>Constituent Surveys-Board of Trustees</p> <p>Leadership Team</p> <p>Faculty/Staff</p>

<p style="text-align: center;"><b>PROPRIETY</b></p> <p>Service to participants, community, and society</p> <p>Respect for participants' rights</p> <p>Provisions for complete and fair assessment</p>	<p style="text-align: center;"><b>Source(s) of Data</b></p> <p>Constituent Surveys</p> <p>Advisory Committees</p> <p>Units</p> <p>Faculty/Staff</p>
<p style="text-align: center;"><b>ACCURACY</b></p> <p>Program documentation</p> <p>Use of valid and reliable procedures</p> <p>Appropriate analysis</p> <p>Impartial reporting</p> <p>Justified conclusions</p>	<p style="text-align: center;"><b>Source(s) of Data</b></p> <p>QCC Focus Groups</p> <p>QA Team</p> <p>Constituent Surveys</p> <p>LOAO</p> <p>IA</p>

Both formal and informal evaluation processes also utilize evaluation checklists (under development) centering around characteristics of assessment programs reflecting best practices (Palomba & Banta, 1999) and

- ⇒ ask important questions related to student learning,
- ⇒ reflect CTC's mission,
- ⇒ reflect programmatic goals and objectives for learning (on a unit basis),
- ⇒ contain a thoughtful approach to assessment planning (Leadership/IE),
- ⇒ link to decision-making about the curriculum (Instructional Services/IE),
- ⇒ link to processes such as planning and budgeting (IE/SP),
- ⇒ encourage involvement of individuals from on and off campus (Employer/Alumni Surveys),
- ⇒ contain relevant assessment techniques (Unit Action Plans),
- ⇒ include direct evidence of learning (Unit Action Plans),
- ⇒ reflect what is known about how students learn (QCC/Faculty),
- ⇒ share information with multiple audiences (QEP Forum/CTC Report Card/website),
- ⇒ lead to reflection and action by faculty, staff, and students (QEP Forum/Unit Assessment Reports), and
- ⇒ allow for continuity, flexibility, and improvement in assessment (QEP Evaluation).

Because the QEP is ongoing, both informal and formal evaluation processes are established and scheduled consistently and in a manner that does not conflict with other IE requirements nor

overburden units; however, it is very important that the QEP remain flexible enough to ensure, as noted by Radcliff (1994), “that a measure will not become a permanent fixture regardless of its value.” All findings are addressed by the QCC to inform new processes, and changes are implemented in the QEP.

Finally, internal measures include documentation of improved student learning outcomes, as described in Section 5.2, *Additional Outcomes and Observable Results* and Section 6.2.5, *Assessing*.

## 7.2 External Measures

CTC gauges the progress of the QEP towards improved student learning related to chosen issues through existing IE and Strategic Planning benchmarking data from a variety of external sources.

- ⇒ Noel Levitz (CTC worldwide)
  - Student Satisfaction Inventory
  - Institutional Priorities Survey
  - Priorities Survey for Online Learners
- ⇒ Texas Higher Education Coordinating Board
  - Closing the Gaps Reports
  - Retention data
  - Participation data
  - Success data
- ⇒ Distance Learning Evaluations
  - MIVER Report
  - L-Learn Report
- ⇒ Benchmarking Reports from similar institutions

CTC also employs appropriate, qualified external consultants/evaluators, such as those available through the SACS Consulting Network or American Association of Higher Education, to examine the QEP process and make recommendations and suggestions at the completion of a phase.

## 7.3 Internal System to Evaluate and Monitor Progress

As described above and in Section 5.2, *Additional Outcomes and Observable Results*, the Learning Outcomes Assessment Office, working with IE, IR, Instructional Services, Support Services, and the Webmaster, gathers and analyzes both the internal and external measures used to monitor and evaluate QEP progress. Findings are used annually during planning and development of the CTC Report Card to make recommendations for changes that remove the barriers to student learning and are disseminated for all to review via the CTC website.

### **7.3.1 Incorporation of QEP Evaluation Findings into Institutional Effectiveness**

QEP findings are presented as recommendations to key administrators by the QCC in order for courses of action to be determined. When necessary, final changes are presented to the Board of Trustees for approval and, if necessary, for board document changes. After changes are approved, the LOAO works with the Training Coordinator to ensure training is provided to all appropriate constituencies. Additionally, the LOAO coordinates with CRTP to revise board documents and any connected policies and procedures, as needed. CRTP disseminates all information pertaining to the revisions and their effective dates.

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## Section

## 8

Currently, CTC has integrated Strategic Planning, Institutional Effectiveness, and budget processes to ensure that the institution's strategic direction is clear, that CTC is making progress and improvements appropriate to its strategic direction, and that initiatives which support that direction are given institutional priority and necessary resources. To sustain the QEP and ensure institutional support, CTC incorporates the QEP into this integrated cycle; however, an office distinctly created to assess learning outcomes has been created in order to keep the institution focused on student learning, monitor data, provide training, and adjust QEP efforts, as necessary.

## 8.1 Broad-based QEP Development Involvement and Timelines

To fully engage all stakeholders, CTC has developed an array of communication and training venues, as cited in Section 6.2.3, *Marketing*, and Section 6.2.4, *Training*, to ensure that all constituents are informed and educated on QEP goals and initiatives and that all participants recognize the importance of their role in QEP efforts. In order to have enough time to analyze, develop, and provide the necessary infrastructure needed for the full participation of worldwide constituents, the QEP has stepped out its implementation into the three phases and corresponding timelines discussed in Section 6.1, *Implementation Schedule*.

## 8.2 Leadership

The Learning Outcomes Assessment Office (LOAO) will be in place no later than June 2005. The position, Director, Learning Outcomes Assessment coordinates the QEP; however, oversight responsibility lies with the Dean, Instructional and Accreditation Support Services, who reports directly to the Chief Academic Officer, Deputy Chancellor, Educational Program and Support Services. See Appendix E for Job Description and CTC Organizational Chart.

The director is responsible for managing all QEP-related functions, with primary responsibility of keeping the institution focused and continuously on track in the process of conducting course-level student learning outcomes assessment that leads to positive changes in student learning. Duties include assisting the Dean, Instructional and Accreditation Support Services, with the QEP Core Committee (QCC), which functions as an advisory group. When necessary, the QCC also assists in training, coordination with campus entities necessary for alignment and support, quality assurance regarding assessment, assessing the QEP itself for the QEP Report Card,

information dissemination, stakeholder participation, and revision of QEP goals, objectives, and strategies, as necessary.

## 8.3 Allocation of Resources

In order to facilitate the continuation of the QEP, CTC must ensure that separate and unique resources are identified and allocated.

### 8.3.1 Financial/Budgetary

Evidence of CTC’s financial commitment to the QEP process includes

- Establishing a QEP operating budget, with QEP as a separate line item in the institutional budget,
- Providing funds for the worldwide routine administration of a needs assessment every two years by an external source, specifically Noel Levitz,
- Establishing an adequately staffed Learning Outcomes Assessment Office,
- Purchasing assessment and measurement tools for units, and
- Funding assessment training for QEP leaders, Unit Leaders, and QEP Specialists.

### 8.3.2 Physical

As the plan develops, in addition to the creation of the Learning Outcomes Assessment Office, the following initiatives have been created facilitating the continuance of quality enhancement efforts:

<b>QEP Core Committee</b>	⇒	Body of campus representatives overseeing the QEP
<b>FOCUS, the QEP newsletter</b>	⇒	Communication/education vehicle centering on QEP efforts and the improvement of student learning
<b>Moodle, a customized course management system</b>	⇒	On-line training vehicle to ensure dissemination of QEP information and information-gathering and storage tool that units use to enter assessment information
<b>QEP links on the CTC Website</b>	⇒	Communication/information access vehicle

- Formalized units focused on learning outcomes assessment** ⇒ Working units that perform assessment activities related to student learning -- collecting, reporting, and permanently housing data
- QEP Specialists** ⇒ Unit personnel receiving specialized training in order to train their own units
- Web-based templates** ⇒ Unit Action Plans, Unit Assessment Reports , and Faculty Reports which can be completed and submitted online
- CTC Report Card/QEP Forum** ⇒ Scheduled opportunities within each phase to share, discuss assessment results and implications

These functions provide the framework within CTC’s existing structure needed to support the processes that affect student learning and change the institutional culture by creating awareness and collaboration among an unprecedented number of constituents regarding their role to improve student learning. Although by the end of Phase 1 the QEP complements Institutional Effectiveness and Strategic Planning by adding direct course assessment components to the already existing assessment processes, the structural framework is expected to shift and grow as systems are transformed and the institution moves into new phases that may need special accommodations.

## 8.4 Resources for Sustaining QEP Outcomes and Results

### 8.4.1 Fiscal

The Director, Learning Outcomes Assessment is responsible for tracking QEP-related requests, approvals, and initiatives to ensure that this system continues to work and that the institution is focusing on the improvement of student learning. Currently, the institution has planned for and allocated approximately \$1.2 million to support QEP processes and initiatives over the next six years. The QEP budget can be found in Appendix C.

### 8.4.2 Personnel

QEP Instructional Specialists (QIS), along with their unit leaders, are responsible at the unit level for ensuring faculty members are trained and participating in the QEP. QEP Specialists receive financial incentives for their QEP role, which is in addition to their regular duties. Additionally, the Chancellor; the Board of Trustees; Deputy Chancellor, Resource Management; Deputy Chancellor, Educational Programs and Support Services; and the Dean, Instructional and Accreditation Support Services are responsible at the institutional level to ensure proper resources are channeled for full support of the QEP. Finally, both those on the unit and institutional levels work directly with the Learning Outcomes Assessment Office (LOAO) to ensure that the QEP furthers learning outcomes assessment by helping articulate goals for student learning, gathering evidence about how well students are meeting the goals, and using that information for continuous improvement.

## 8.5 Assessment Schedule

Two types of assessment schedules exist in this document: (1) Implementation of phases in the QEP model in Section 6.0, *QEP Model and Timeline*, details when various campus units begin and end their assessment phase and (2) the *Phase 1 Unit Assessment Schedule* in Section 9.4, *Phase 1: Training*, specifies assessment tasks for the first phase.

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In Phase 1, the QEP emphasizes placement of structures, procedures, channels of communication, and training to support and maintain its goals.

## 9.1 Phase 1: Surveying/Baseline Measures

### 9.1.1 Phase 1: Process and Evidence of Participation

Surveys for the first phase of CTC’s QEP were administered to classes where the instructors were based in Texas, which included

- traditional face-to-face classes on Central Campus and
- distance learning classes where the course originates on Central Campus (5000 series).

The QCC, in planning the phases of the QEP, determined that the first iteration should be limited to Texas to pilot the process before expanding to CTC’s other sites. The QCC agreed that getting the infrastructure in place for the survey process on a small scale was imperative prior to full implementation.

The online survey period for this phase was scheduled for October 1-30, 2003; however, the SSI student response was so rapid that the QEP achieved the numbers it needed for validity before the designated closing date. Because sufficient responses were attained early, the QCC decided to close the survey period as each survey reached its pre-designated quota. The number of responses listed for the online surveys below surpassed the required 20% response rate for validity.

Student Satisfaction Inventory	1,190 (Central Campus)
Priorities Survey for Online Learners	444 (5000 Series Distance Learning)
Institutional Priorities Survey	490 (Central Campus)

### 9.1.2 Phase 1: Survey Data Summary

On November 13, 2003, after the first survey period had closed, the QEP Core Committee participated in a teleconference with Julie Bryant, the survey analyst for Noel-Levitz, who guided the committee through the data and discussed its implications for CTC.

#### Student Satisfaction Inventory (SSI)

This survey was taken electronically by Central Campus face-to-face traditional students. The survey analyst provided benchmark information on the general demographics of the students and benchmarked results against other community and junior colleges.

- CTC has a higher percentage of females than national norms, with 65% compared to the norm of 58%. Norms show that females are more satisfied than males. Also, CTC generally has an older population of students and this identified group of students tends to be more satisfied than younger students.
- Caucasians are more highly satisfied than other ethnic groups, and CTC has a lower number of Caucasians than national norms with 41% Caucasian as opposed to national, 65% Caucasian.
- CTC has fewer full-time students than national norms with 51% compared to national norms of 70%.
- 75% of CTC students selected CTC as their first choice compared to national norms of 68%.

The survey results, as indicated on the next page, also identified 17 strengths and 13 challenges according to performance gaps. The mid-point for level of importance was 6.27, so CTC considered everything above that point.

<b>STRENGTHS</b>					
Survey Item #	Survey Item	Imp	Sat	Perf Gap	Rank
79	Grading criteria are clearly defined.	6.6	6.0	0.6	1
73	Reading assignments adequately prepare students for participation in class.	6.4	5.7	0.6	2
61	Faculty are usually available after class and during office hours.	6.3	5.7	0.6	3
74	Students have the skills to find library information resources they need.	6.3	5.7	0.6	4

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<b>STRENGTHS</b>					
<b>Survey Item #</b>	<b>Survey Item</b>	<b>Imp</b>	<b>Sat</b>	<b>Perf Gap</b>	<b>Rank</b>
77	Courses are designed to help students be active learners.	6.4	5.8	0.6	5
14	Library resources and services are adequate.	6.4	5.7	0.7	6
76	Faculty encourage student participation in class.	6.5	5.8	0.7	7
70	I am able to experience intellectual growth here.	6.5	5.8	0.7	8
78	Students are taught to analyze and evaluate information.	6.4	5.7	0.7	9
75	Assignments are clearly defined.	6.6	5.8	0.7	10
58	Nearly all of the faculty are knowledgeable in their fields.	6.5	5.7	0.8	11
66	Program requirements are clear and reasonable.	6.4	5.7	0.8	12
31	The campus is safe and secure for all students.	6.5	5.6	0.8	13
18	The quality of instruction I receive in most of my classes is excellent.	6.6	5.8	0.8	14
42	The equipment in the lab facilities is kept up to date.	6.3	5.5	0.9	15
46	Faculty provide timely feedback about student progress in a course.	6.4	5.5	0.9	16
69	There is a good variety of courses provided on this campus.	6.5	5.6	0.9	17

**CHALLENGES**

<b>Survey Item #</b>	<b>Survey Item</b>	<b>Imp</b>	<b>Sat</b>	<b>Perf Gap</b>	<b>Rank</b>
39	The amount of student parking space on campus is adequate.	6.4	3.7	2.7	1
20	Financial aid counselors are helpful.	6.3	4.8	1.5	2
15	I am able to register for classes I need with few conflicts.	6.5	5.1	1.5	3
63	I seldom get the "run-around" when seeking	6.3	4.8	1.5	4

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Survey Item #	Survey Item	Imp	Sat	Perf Gap	Rank
	information on campus.				
5	The personnel involved in registration are helpful.	6.4	5.0	1.4	5
7	Adequate financial aid is available for most students.	6.3	5.0	1.3	6
40	My academic advisor is knowledgeable about the transfer requirements of other schools.	6.3	5.0	1.3	7
24	Parking lots are well-lighted and secure.	6.4	5.1	1.3	8
65	Students are notified early in the term if they are doing poorly in class.	6.4	5.1	1.3	9
52	This school does whatever it can to help me reach my educational goals.	6.4	5.1	1.3	10
48	Counseling staff care about students as individuals.	6.3	5.1	1.2	11
41	Admissions staff are knowledgeable.	6.4	5.2	1.2	12
56	The business office is open during hours which are convenient for most students.	6.3	5.2	1.2	13

**Institutional Priorities Survey (IPS)**

This survey was taken electronically by faculty and staff on Central Campus. The survey analyst identified 11 items that both students and faculty/staff identified as strengths.

**Instructor/Staff-identified strengths that match student-identified strengths:**

Survey Item #	Survey Item	Imp	Sat	Perf Gap	Rank
52	The courses are designed to help students be active learners.	6.5	6.0	0.5	1
59	Grading criteria are clearly defined.	6.6	6.1	0.5	2
49	There is a good variety of courses provided on this campus.	6.5	6.0	0.5	3
55	Assignments are clearly defined.	6.6	6.0	0.6	4
50	Students are able to experience intellectual growth here.	6.5	5.9	0.6	5
51	Test questions are directly related to the material presented in the class.	6.5	5.9	0.6	6

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56	Campus facilities provide for a positive learning experience.	6.5	5.8	0.6	6
10	Library resources and services are adequate.	6.6	5.9	0.7	8
46	Program requirements are reasonable.	6.5	5.8	0.7	9
40	Nearly all the faculty are knowledgeable in their fields.	6.7	6.0	0.7	10
20	The campus is safe and secure for all students.	6.6	5.9	0.8	11

**Instructor/Staff-identified challenges that match student-identified challenges:**

Survey Item #	Survey Item	Imp	Sat	Perf Gap	Rank
44	Students seldom get the “run around” when seeking information on campus.	6.4	4.3	2.1	1
11	Students are able to register for classes they need with few conflicts.	6.4	4.5	2.0	2
2	The personnel involved in registration are helpful.	6.5	4.9	1.6	3
27	Academic advisors are knowledgeable about the transfer requirements of other schools.	6.5	5.2	1.3	4
28	Admissions staff are knowledgeable.	6.5	5.3	1.2	5

The survey analyst pointed out that it was highly unusual for faculty to remember and designate items related to registration issues. It was recommended that the institution investigate why faculty designated these items as challenges. Although Item 32 (Faculty provide timely feedback about student progress in their courses) didn't place in the top strengths and challenges (so it is not listed here), the analyst noted as significant that faculty perceived that item as a strength, while students identified it as a challenge.

**Priorities Survey for Online Learners (PSOL)**

This survey was taken electronically by distance learning students whose instructors were based in Texas. The survey analyst pointed out, “Although there are usually more female students on-line, CTC has a dominant male trend most likely due to the military population served.” Furthermore, males tend to be less satisfied than females, so the strengths that were identified on this survey should be particularly noted.

The midpoint in importance for this survey was 6.42. Anything of importance above that point was examined for satisfaction.

**STRENGTHS**

Survey Item #	Survey Item	Imp	Sat	Perf Gap	Rank
36	I have adequate skills to complete on-line courses.	6.6	6.5	0.2	1
31	The Prometheus Portal is useful for accessing information about my enrollment.	6.5	6.1	0.4	2
30	Prometheus, the on-line course management system, provides a clear learning process for completing my courses.	6.6	6.2	0.4	3
6	Tuition paid is a worthwhile investment.	6.6	6.2	0.5	4
16	Appropriate technical assistance is readily available.	6.4	6.0	0.5	5
35	CTC's Student On-line Access to Records (SOAR) allows me to access my academic records.	6.5	6.0	0.5	6
18	Registration for online courses is convenient.	6.7	6.1	0.5	7
3	Instructional materials are appropriate for program content.	6.6	6.1	0.5	8

**CHALLENGES**

Survey Item #	Survey Item	Imp	Sat	Perf Gap	Rank
10	This institution responds quickly when I request information.	6.5	5.7	0.9	1
26	The bookstore provides timely service to students.	6.5	5.6	0.8	2
12	There are sufficient offerings within my program of study.	6.5	5.7	0.8	3
28	It is easy for me to get help when I have questions or problems.	6.5	5.8	0.8	4
25	Faculty are responsive to student needs.	6.6	5.8	0.8	5
20	The quality of online instruction is excellent.	6.6	5.9	0.7	6

In summary, of the thirteen (13) challenges listed for the SSI, nine (9) of them could be considered service-related, targeting the areas of registration and financial aid, two (2) items are about parking lots and safety, and one (1) item is an instructional issue concerning feedback about student performance at early stages during the course. On the IPS, three (3) of the five (5) challenges are service-related issues and the remaining two (2), which mention the staff being knowledgeable, can be considered training issues. In addition, the survey analyst noted that although Item 32, “*Faculty provide timely feedback on student progress in their courses,*” on the IPS was not reported as a major challenge, there was a disparity in the way students and faculty perceived this item, with faculty viewing it as a strength and students perceiving it as a challenge. This feedback issue tracks with Item 65 “*Students are notified early in the term if they are doing poorly in class*” on the SSI. Finally, on the PSOL, two (2) challenges are service-related, one (1) is related to course offerings, and two (2) are instructional issues. Item 25 “*Faculty are responsive to student needs*” is another item that should be investigated to determine if it is also a feedback issue, and Item 20 “*The quality of on-line instruction is excellent*” could be considered a training, a student, or an instructional technology issue.

The Noel Levitz surveys confirmed excellence in many areas of instruction, library service, curricular programs, and online management, yet two predominant challenges surfaced: customer (student) service and instructional feedback. The Noel Levitz survey was one data source used to determine QEP issues. Additional data sources are discussed in the next section, *Benchmarking* and Section 9.2.1, *Additional Data Sources*.

### 9.1.3 Phase 1: Benchmarking

Although CTC is primarily interested in establishing baseline measures in order to benchmark against itself over time and among like units, services, and sites, another reason Noel Levitz (NL) surveys were selected as one data source for CTC’s QEP was the ability to benchmark nationally against other similar institutions. As explained in Section 4.3, *Focus of the Quality Enhancement Plan*, the larger the performance gap between level of importance and satisfaction, the larger the challenge; thus, a higher performance gap (number) is a bigger challenge. The largest performance gap, and the only item depicted as a challenge in the area of instruction on the Student Satisfaction Survey, was Item 65, “*Students are notified early in the term if they are doing poorly in class.*” Despite CTC using Item 65 as one component for identifying the instructional issue for Phase 1, *Instructional Feedback*, CTC still benchmarks ahead of national norms with a smaller performance gap, or challenge, for that item. The national norms listed below are NL’s compilation of 237,133 student surveys from community, junior, and technical colleges.

Central Texas College				National Norms			
Item	Importance	Satisfaction	*PG	Item	Importance	Satisfaction	*PG
65	6.35	5.09/ SD 1.69	1.26	65	6.13	4.82/SD 1.66	1.31

\* Performance Gap

In the overall Noel Levitz category of *Instructional Effectiveness*, CTC also showed a smaller performance gap, indicating that this area was less of a challenge at CTC than at other community/2-year colleges. In this sense, instructional effectiveness can be viewed as challenge

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for CTC while at the same time deemed an area of strength when benchmarked across other community colleges.

Central Texas College			National Norms		
Importance	Satisfaction	*PG	Importance	Satisfaction	*PG
6.35	5.48/SD 1.04	.87	6.14	5.30/SD 1.05	.84

\* Performance Gap

Though CTC benchmarked well against other like institutions, *Instructional Feedback* was chosen as an issue because it was the biggest performance gap related to instruction on the Student Satisfaction Inventory (SSI). It was confirmed as an issue through IE reports and student evaluations. Though it was the biggest challenge for students on the SSI, it was paradoxically perceived as a strength by instructors and staff on the Institutional Priorities Inventory.

In the non-instructional area of service, there are three items on the SSI with significant performance gaps, indicating challenges. Items 5 and 63 are in the overall category of *Service Excellence*, while Item 20, despite its classification as an Admissions/Financial Aid item, can also be construed as service-related:

- Item 5                    The personnel involved in registration are helpful.
- Item 63                 I seldom get the “run-around” when seeking information on this campus.
- Item 20                 Financial aid counselors are helpful.

As shown by the benchmarking data below, these items represent a bigger challenge to CTC than they do to other community/2-year colleges.

Central Texas College				National Norms			
Item	Importance	Satisfaction	*PG	Item	Importance	Satisfaction	*PG
5	6.36	4.99/1.84 SD	1.37	5	6.12	5.27/1.55 SD	.85
63	6.29	4.84/1.81 SD	1.45	63	6.02	4.98/1.63 SD	1.04
20	6.32	4.83/1.80 SD	1.49	20	5.96	4.90/1.68 SD	1.06

\* Performance Gap

SD = Standard Deviation

Considering all items in the overall category of *Service Excellence*, CTC also shows a bigger performance gap, or challenge in this area:

Central Texas College			National Norms		
Importance	Satisfaction	*PG	Importance	Satisfaction	*PG
6.15	5.12/1.20 SD	1.03	5.89	5.12/1.06 SD	.77

\* Performance Gap

SD = Standard Deviation

## 9.2 Phase 1: Aligning

The QCC officially affirmed the two principal issues for Phase 1, Instructional Feedback and Service Excellence, by cross-referencing these issues with data from Instructional Effectiveness and Strategic Planning initiatives.

### 9.2.1 Additional Data Sources

The following represents additional quantitative data used by non-instructional units in helping them target areas of service excellence that can be improved.

- Wait times
- Number of students served
- Number of staff personnel
  - Testing
  - Financial aid
  - Guidance/counseling
  - Police
  - Bookstore
  - Food services
  - Learning disability services
- Number of transcripts issued
- Number of student organizations
- Number of participants in student organizations
- Number of students using Child Care facilities
- Number of students employed on campus
- Number of participants in service-related training/workshops
- Number of service-related training/workshop sessions

This data becomes part of the IE and Strategic Planning reporting that addresses indirect improvement of student learning outcomes through service excellence.

Quantitative data used to affirm instructional issues include grade distribution reports, licensure pass rates and pre/posttest data. Examples can be found in Appendix D. The QEP now affords CTC the opportunity to report in a consistent, standardized format direct quantitative data that inform the Unit Action Plans and Unit Assessment Reports and allow comparability among and benchmarking against worldwide sites. The sample forms in Appendix A demonstrate how student learning outcomes are measured on an individual basis, thus becoming a key informational source for improvements on the course level.

In addition, two survey instruments, in particular, were examined: The Student Evaluation of Course Instruction and the *Faces of the Future* survey. On CTC's Student Evaluation of Course Instruction, administered in Fall 2003, the lowest rated item for the overall sample was "The instructor provided me with feedback of my strengths and weaknesses." On a scale of 1 to 5, this item received an average of 3.90. The averages of the other 18 items ranged from 4.42 to 4.83. These statistics were based on averages from 7,881 respondents. In Fall, 2002, the summary statistics were calculated differently; medians instead of means were used. The same item,

regarding feedback, received the lowest median rating (4) while the other 18 items had a median rating of 5. These statistics were based on responses from 5,705 students.

In examining *Faces of the Future* surveys, there were two ways of selecting items that appeared to be strengths or challenges: (1) by comparison with national averages, and (2) by ranking within the institution's sample. CTC's sample consisted of approximately 500 students surveyed in Fall 2003 in randomly selected classes. National data are based on 49,893 student records from 158 community colleges that administered the AACC/ACT *Faces of the Future Survey* during the 2001-2002 through 2003-2004 academic years. The item "The registration process is student friendly" was the only challenge flagged as problematic by both criteria, providing evidence that students sometimes feel underserved and further substantiating the selection of Service Excellence. (See [www.ctcd.edu/fastfact.htm](http://www.ctcd.edu/fastfact.htm).)

The overall topic of "Creating a Culture that Focuses on Enhancing Student Learning" and the issues, Instructional Feedback and Service Excellence, were presented at a series of college-wide training events and to Faculty Senate beginning in February 2004 with the dual purpose of (1) orienting all CTC Phase 1 constituencies on the fundamentals of the QEP and its design, and (2) obtaining feedback from all levels of personnel on topic and issue selection. Subsequently, the QCC solicited input from all sectors of the institution via web-based technology and other media, which was discussed in Section 8.1, *Broad-based QEP Development Involvement and Timelines*.

### 9.2.2 Correlation Between Selected Issues and Student Learning

As is typical of many terms in the field of education, *instructional feedback* can have multiple meanings. Because this type of feedback occurs in an instructional setting, it is often equated to assessment, be it formative, administered while the course is still in progress for the purpose of effecting further improvement, or summative, occurring at the end of the course for the purpose of summarizing improvements (Crooks, 2001). Feedback is also often linked with evaluation in that it provides information about students' performance, comparing against a standard (criterion), or against the students themselves (normative). Typical definitions are as follows:

- "any process that provides information about the thinking, achievement or progress of students" (Crooks, 2001)
- "the knowledge of one's performance provided by an external agent" (Kluger & DeNisi, 1996)
- "information about progress toward a goal the student is trying to achieve" (Brannstorm, 2003)
- "a modification of systematic instruction to allow students to learn extra behaviors" (Werts, 2003)
- "Actions taken by (an) external agent(s) to provide information regarding some aspect of one's performance" (Kluger & DeNisi, 1996)

The definition adopted by CTC, devised through collaboration among CTC's Mental Health Department faculty members, is "the frequent and prompt constructive interaction facilitated by the instructor with the expressed intent to enhance student mastery of course outcomes."

A metaanalysis conducted by Kluger and DeNisi (1995) confirms that feedback intervention can have a positive effect on performance. Additionally, Allen, et.al. (2003) found that adults believed their assessment feedback experiences positively affect their perceptions about themselves, their self-confidence, and their self-understanding.

In addition, Black and Dylan (1998), in a ten-year review on research on assessment, state, “We know of no other way of raising standards for which such a prima facie case can be made.” And, John Hattie, Dean of Education at the University of Auckland, in speaking with his faculty, synthesized his research of best practices in education by stating, “the most powerful single moderator that enhances achievement is feedback” (as cited in Crooks, 2001).

Thus, whether it is termed “feedback,” “formative assessment,” or “instructional feedback,” it is clear that such an intervention is a key component to improving the quality of the learning experience for the student, especially with consideration that the most effective feedback is about

- the qualities of the student’s work, and not comparisons with other students,
- specific ways in which the student’s work could be improved, and not issues about the student’s personality, and
- improvements that the student has made compared to his or her earlier work.

Finally, at the 2003 annual National Institute for Staff and Organizational Development Conference (NISOD), Vincent Tinto, renowned retention expert, has established a connection between feedback and learning as part of the relationship between assessment and student success. He defined student success as “the elimination of barriers that hinder students from accomplishing their educational goals” and stated that “students will get more involved with learning, spend more time learning, and in turn, learn more when they are placed in supportive educational settings in which they obtain frequent feedback about their learning and which require them to share the experience of learning with others. His work further advocates that “institutions must invest in forms of intrusive monitoring and assessment of student academic progress that enable them to intervene early rather than later in the student career. They must be able to ascertain from the onset of the first semester whether additional assistance is required, and they must be able to ascertain, within the classroom, when students are in further need of assistance.” Based on this information, many units selected counseling and tutoring referral information as a feedback intervention. Lastly, CTC’s topic of changing a culture and the inclusion of non-instructional units as a key component of the QEP process was based, in part, on Tinto’s research and belief that institutions should “give serious attention to the character of student experiences both inside and outside the classroom and to their curricular and staff development resources to ensure that those experiences promote, rather than constrain, student learning” (Tinto, 2003).

## 9.3 Phase 1: Marketing

### 9.3.1 Phase 1: Website

C RTP developed the website during the first semester of Phase 1, the website went live in the second semester, and it is currently fully operational at [www.ctcd.edu/sacs1/indexsac.htm](http://www.ctcd.edu/sacs1/indexsac.htm). Information provided on the website includes the following topics:

- ⇒ About CTC
- ⇒ Introduction to Accreditation
- ⇒ Principles
- ⇒ Leadership Team
- ⇒ Calendars
- ⇒ Compliance Certification
- ⇒ Compliance Certification Committee
- ⇒ Issue Development and the QEP Document
- ⇒ QEP Specialist Tools
- ⇒ Training
- ⇒ Archives (QEP Models, QEP meeting minutes, FOCUS)
- ⇒ Have an idea or comment?
- ⇒ QEP Newsletter
- ⇒ Institutional Effectiveness
- ⇒ Instructional and Accreditation Support Services
- ⇒ Student Learning Outcomes Data
- ⇒ Assessment of Instructional Programs Matrices

### 9.3.2 Phase 1: Open House

The event for Phase 1 had an informal atmosphere and was organized into stations, with each station focusing on one aspect of the QEP. Station topics included Assessment and Accountability, QEP Issues and Topics, SACS-COC, the QEP Training Schedule, and the QCC. Overall attendance exceeded 250 personnel, and many noted anecdotally they felt excited to be included in this kind of initiative. This event provided exposure and heightened energy on campus.

### 9.3.3 Phase 1: FOCUS Newsletter

Monthly issues of the FOCUS Newsletter for employees have been published and disseminated through payroll and are accessible electronically at [www.ctcd.edu/qep\\_NLtr\\_archives.htm](http://www.ctcd.edu/qep_NLtr_archives.htm). Together with the website, newsletters have proven to be reliable and valuable communication

tools. Newsletters sent to locations-at-a-distance have kept distant campuses informed on the progress of the QEP so that employees there can start preparing for their roles in Phase 2. The editorial aspect of the newsletter has been particularly useful in gathering feedback from constituents. There has also been one issue of FOCUS specifically for students, viewable at the *Students* link on the CTC website (<http://www.ctcd.edu/student/student.html>).

## 9.4 Phase 1: Training

Phase 1 training began in Fall 2003 with a QEP orientation. Although initial sessions were designed for the entire CTC community, later sessions were limited to QEP Instructional Specialists (QIS) or QEP Non-instructional Specialists (QNS) chosen by the unit leaders during an online discussion forum. These specialists, using the “Train-the-trainer” model, return to their units in order to further train their unit members, using schedules that meet their units’ needs. Training continued in Spring 2004 with the following sessions:

Faculty Senate	Presentation of NL Findings	January 23
Unit Leaders	QEP Feedback and Selection of QIS/QNS	February 4-13 (online)
Faculty, Staff	Timeline Update, What is Assessment/Accountability?	February 13
Staff	NL Survey Results	February 13
QNS	Narrowing the Issue	February 27
Adjuncts	Make-up Session	March 6
QNS	Program Outcomes and Measurement	March 26
QIS	Student Learning Outcomes Workshop	April 2
QIS	Learning Outcomes Follow-up and Measuring	April 16
Faculty	QEP Update	August 25
Board of Trustees	QEP Update	September 2
All CTC Constituents	QEP Update	September 25 October 2, 3, 9
QIS/QNS	Completing Unit Action Plans	October 22, 23

Details about specific content related to these sessions can be found on the CTC website ([www.ctcd.edu/home\\_qep3.htm](http://www.ctcd.edu/home_qep3.htm)).

**INITIATION & CONTINUATION OF QUALITY ENHANCEMENT**

As part of the general training sessions, the QCC also distributed and discussed the following Unit Assessment Schedule to ensure QIS/QNS and Unit Leaders would be aware of the overall Phase 1 schedule.

**Phase 1 Unit Assessment Schedule**

<b>General Time Frame</b>	<b>Unit Responsibility</b>	<b>Suspense Date</b>
Fall 2003	Administer Noel Levitz.	October 31, 2003
	Receive survey results.	December, 2003
Spring 2004	Receive general QEP Training	May 1, 2004
Summer 2004	Receive clarification if needed on setting up baseline control group. Submit unit's plans for baseline measurement to QCC.	August 31, 2004
Fall 2004	Establish unit baseline control group. Create Unit Action Plan. Submit to QCC for QA.	November 1, 2004
Spring 2005	Implement Unit Action Plan and Intervention 1. Evaluate and submit Unit Assessment Report to QCC.	May 31, 2005
Summer 2005	Modify plans as needed. Make changes as needed.	August 31, 2005
Fall 2005	Implement Unit Action Plan and Intervention 2. Participate in QEP Forum.	October 2005
Spring 2006	Implement Unit Action Plan and Intervention 3. Evaluate and submit Unit Assessment Report. Train Phase 2 participants. Receive Report Card information.	May 31, 2006
Fall 2006	Phase 2 - begin baseline measures. Administer Noel Levitz.	October 2006

## 9.5 Phase 1: Upcoming Stages

Following the QEP Model, the Assessing and Sharing/Changing stages are upcoming. Once these stages are complete, CTC will be ready to embark on the evaluation of the QEP. Findings will be discussed and used to make meaningful changes to CTC's assessment processes. Most importantly, based on assessment report findings, units will make changes to improve the student learning process and outcomes.

To summarize Phase 1, assessment findings have been finalized and the issues have been identified. Training has addressed those issues. Individual units established goals enabling them to determine at the end of the reporting period whether or not an improvement in student learning has taken place. In Fall 2004, all Phase 1 units implemented baseline measures, using direct and indirect measures (see Section 6.2.5, *Assessing*, for a listing of appropriate measurements). In Spring 2005, units are implementing the chosen interventions, with a second measurement taking place at the end of that semester.

In the summer, both measurements will be compared to determine if student learning has improved. The results will be reported to the Learning Outcomes Assessment Office, which, in turn, will assimilate all Unit Action Plan results to determine whether or not the institutional definition of student learning has been met. In addition, the LOAO will embark on its first iteration of the CTC Report Card which assesses the QEP, and the first QEP Forum in Fall 2005, where Unit Assessment Report results are shared. The second and third interventions will continue in Fall 2005 and Spring 2006 with a re-assessment taking place at that time.

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## Section 10

In a joint report of the American Association of Higher Education, the American College Personnel Association, and the National Association of Student Personnel Administrators entitled *Powerful Partnerships: A Shared Responsibility for Learning*, the Joint Task Force on Student Learning prefaces the report with these remarks:

*The report makes the case that only when everyone on campus—particularly academic affairs and student affairs staff—shares the responsibility for student learning will we be able to make significant progress in improving it.*

*Distracted by other responsibilities and isolated from others from whom they could learn about learning and who would support them, most people on campus contribute less effectively to the development of students' understanding than they might. It is only by acting collectively in the context of common goals, as the most innovative institutions have done, that our accumulated understanding about learning is put to best use.*

*Learning is a social activity, and modeling is one of the most powerful learning tools. As participants in organizations dedicated to learning, we have a responsibility to model for students how to work together on behalf of our shared mission and learn from each other.*

*Collaborations between academic and student affairs personnel and organizations have been especially effective in achieving this better learning for students.*

*Learning is strongly affected by the educational climate in which it takes place: the settings and surroundings, the influence of others, and the values accorded to the life of the mind and to learning achievements.*

*Much learning takes place informally and incidentally, beyond explicit teaching or the classroom, in casual contacts with faculty and staff, peers, campus life, active social and community involvements, and unplanned but fertile and complex situations.*

Thus, in implementing the topic “Creating a Culture that Focuses on Enhancing Student Learning,” Central Texas College advocates the pursuit of student learning improvements as a shared responsibility among students, faculty, and staff. Creating a culture of evidence through collaboration and partnerships among these entities, while centering on QEP goals, provides the grounds needed for communication, deliberation, and action to promote higher student achievement. In addition to the direct assessment of student learning leading to a more powerful learning environment, the QEP process, data-rich and achievement-based, establishes a connection between staff professionals and academicians in order to provide students with a holistic view of their learning experiences that, as echoed in CTC’s vision, they can apply to their collegiate, co-curricular, and life-long learning experiences, eventually extending to all aspects of their lives.

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# LIST OF APPENDICES

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Appendix A	Unit Action Plan, Unit Assessment Report, and Faculty Report
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## APPENDIX A

**CENTRAL TEXAS COLLEGE**  
**QUALITY ENHANCEMENT PLAN**  
**UNIT ACTION PLAN, UNIT ASSESSMENT REPORT, and FACULTY REPORT**  
**INSTRUCTIONAL UNITS**  
**Phase I**

**ACTION PLAN:** *DUE NOVEMBER 1, 2004*

**Program:** Associate of Arts (AA)

**Program Outcomes:** *List the Program Student Learning Outcomes (SLOs) that relate to your unit (department).*

**CORE CURRICULUM**

Students demonstrate the ability to organize paragraphs into a logical, coherent composition which effectively communicates the writer's ideas to the intended audience.  
 Students apply language skills (writing and interpretative) to enable them to communicate effectively in an educated society.  
 Students employ through appreciation and personal responses, a critical and imaginative approach to literature.

**MODERN LANGUAGES:**

Students will identify basic vocabulary in context orally and in written form.  
 Students will create sentences and questions to describe and illicit information about people.

Students will explain various cultural practices throughout the Spanish speaking world.

**SPEECH**

Compose and type outlines for precisely-timed speeches for various purposes and effectively deliver those speeches to the class.

Demonstrate the importance effective listening and responding skills in interpersonal communication.

Effectively discuss and propose solutions to problems by analyzing an issue while working with other members of a small group consisting of five to nine people.

**Unit: Communications**

**Course Titles:** *List the five (5) courses that have the most sections from your department (use course abbreviations, eg., BUSI 2310).*

**ENGL 1301, ENGL 1302, SPCH 1315, SPAN 1411, SPAN 1412**

**Course Student Learning Outcomes (SLOs):** *For each of the courses above, list the five (5) highest (Bloom's level) SLOs from that course.*

**Course 1: ENGL 1301**

**Course 1 SLOs:**

- Students will apply the basic rules of grammar, mechanics, and punctuation, with special consideration for the Major Errors
- Students will consider purpose and audience in writing an essay, demonstrate adequate skills in choosing and limiting a subject, outlining, writing thesis statements, and introductory/concluding paragraphs
- Students will explain the importance of using persuasive skills in writing; discuss several types of arguments, the nature of evidences, and emotional appeal; and demonstrate those skills by writing a 400-500 word argumentative essay
- Students will identify and write effective sentences

**Course 2: ENGL 1302**

**Course 2 SLOs:**

- Students will devise a research topic; develop the correct MLA format; employ direct quotes, paraphrases, and summaries; and create a research paper with a well-formulated thesis and proper documentation
- Students will explain the major Short Story characteristics and write an effective 500-850 word expository analysis of a short story, demonstrating detailed understanding of the characteristics of short fiction
- Students will compare the short story with the novel; explain the elements of fiction and their application to the novel; and write an effective 500-850 word expository analysis of a novel, demonstrating detailed understanding of the characteristics of the novel

<ul style="list-style-type: none"> <li>• Students will explain the major elements of Drama and write an effective 500-850 word expository analysis of a Drama</li> <li>• Students will explain the major characteristics and types of poetry; analyze and interpret a variety of poems; and write an effective 500-850 word expository interpretation of a poem</li> </ul>
--

**Course 3: SPCH 1315**

**Course 3 SLOs:**

<ul style="list-style-type: none"> <li>• Students will compose, type, and orally deliver to an audience a precisely-timed Introductory, Demonstration, Informative, Persuasive, and Sales speech, using MLA format, various sources, and visual aids</li> <li>• Students will compose and type an outline for a 1-3 minute precisely-timed Impromptu speech with three logically-supported points on a topic drawn four minutes beforehand and orally deliver the speech to an audience</li> <li>• Students will work with a group to compose a script for a Vacation Destination Group Project and deliver the ensemble presentation to an audience using effective language devices</li> <li>• Students will participate constructively, regularly, and cooperatively in all group discussions and activities</li> <li>• Students will demonstrate further understanding of the speech-making process through improved listening skills, effective analysis of audience, employment of appropriate language, and presentation of special occasion speeches</li> </ul>
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**Course 4: SPAN 1411**

**Course SLOs:**

<ul style="list-style-type: none"> <li>• Students will, in oral and written Spanish, produce and respond appropriately to formal and informal greetings; pronounce the Italian alphabet and numbers; identify nouns from adjectives; use subject pronouns and the three types of verbs; describe weekly schedules with days and times</li> <li>• Students will, in oral and written Spanish, identify and conjugate regular –er and –ir verbs; pronounce and use TENER, VENIR, and IR; identify family members and family; use possessive and descriptive adjectives; describe professions, occupations, and the weather; use the present tense of stem-changing verbs</li> <li>• Students will, in oral and written Spanish, identify and conjugate ESTAR for conditions and emotions; pronounce numbers 101 and higher; identify months, seasons, clothing, and colors; use direct objects and pronouns; describe travel and vacations; compare SER and ESTAR verb uses</li> <li>• Students will, in oral and written Spanish, identify and conjugate reflexive verbs; pronounce food items; identify the time; use the preterite of SER and ESTAR; describe one’s daily routine; compare GUSTAR with verbs like gustar; use the preterite tense of irregular verbs</li> </ul>
--

**Course 5: SPAN 1412**

**Course 5 SLOs:**

<ul style="list-style-type: none"> <li>• Students will, in oral and written Spanish, produce and respond appropriately to questions concerning their past; use “se” constructions; identify time expressions with HACER; use verbs DAR and DECIR; describe parties and celebrations of one’s life changes; describe one’s health and symptoms of illness, including identification of body parts</li> <li>• Students will, in oral and written Spanish, describe the pieces and parts of a house; write accents in appropriate places, along with use of capitals; identify and correct use of POR vs. PARA; form formal commands; describe cars and computers</li> <li>• Students will, in oral and written Spanish, produce appropriate subjunctive sentences for emotion, doubt, denial, and disbelief; produce the appropriate subjunctive in sentences for certain conjunctions and adjective clauses; identify and form informal commands; describe city and country life, along with weekly household chores</li> <li>• Students will, in oral and written Spanish, produce appropriate subjunctive sentences in the present perfect tense and present and past perfect indicative mood; identify and form informal commands; describe exercise and nutrition, along with activities that lead to a healthy lifestyle</li> </ul>
---

**Description of baseline assessment:** *Describe measurement technique and expected results. Provide references to research and best practices. Attach all evidence and other relevant documents.*

**Description:**

Our department will use the pre- and post-test baseline measures for all 3 segments: English, Speech, and Spanish.

**Pre-and Post-tests: English**

C:\Documents and Settings\BCornell\My Documents\QPre.doc

C:\Documents and Settings\BCornell\My Documents\OPost.doc

**Spanish**

C:\Documents and Settings\BCornell\My Documents\SPANISH 1411 Pre.doc

C:\Documents and Settings\BCornell\My Documents\SPANISH 1411 Post.doc

**Speech**

A:\1-2.JPG; A:\2-2.JPG; A:\3-3.JPG; A:\4-4.JPG; A:\5-5.JPG

**Measurement Technique:** During the first week of the semester, each instructor will administer pre-tests to students in one section of English 1301, Spanish 1411, and Speech 1315. Class averages will be obtained and recorded. The proposed intervention treatment, based on the pre-test results, will be implemented. Post-tests will be administered to determine whether or not student learning has occurred, as based on an improved class average.

**Research/Best Practice References:**

[http://www.iue.edu/Departments/Acad\\_Aff/assessment/HFA/HFA%20Assessment%20Report--1999.pdf](http://www.iue.edu/Departments/Acad_Aff/assessment/HFA/HFA%20Assessment%20Report--1999.pdf)  
(English)

Spack, R. (1997). The acquisition of academic literacy in a second language. Written Communication, 14(1). 3-62. (Spanish)

Chia-Jung, T. (1993). Teaching preparation of oral presentations. Journal of Technical Writing and Communication, 23(1). 73-79. (Speech)

**Proposed intervention:** *Describe intervention, providing timeline and all details. Attach any forms, examples or explanatory information.*

**English:** We agreed to address grammar topics missed on the department pre-test by focusing on questions 7-12, which deal with the 3 most common sentence structure errors in student writing: sentence fragments, run-on or fused sentences, and comma splices. After giving the pre-test, the instructor will construct an error analysis chart, indicating how many students missed each individual item. Each student who missed 0-3 items from questions 7-12 will complete a remedial exercise (instructor-selected from *Simon and Schuster Handbook for Writers*) addressing each specific sentence structure error. No student will be asked to complete more than 3 exercises. The extra work will be given to the instructor for feedback. Finally, we would administer the post-test and compare pre and post test scores in order to detect significant improvement between the class averages for the Fall, 2004 and Spring, 2005 semesters. We would hope that students who have specifically addressed their individual problems related to sentence structure errors would not make the same mistakes on the pre-test.

**Spanish:**

The Foreign Language Division will examine the efficacy of various components of our program which we have at our disposal, specifically, the use of a structured set of video exercises and the presentation of cultural information in the target language. Each of us has selected different components to omit for one semester and then re-introduce in the subsequent semester. We will examine the levels of competency displayed between those students who have experienced the video and cultural units as opposed to those who haven't.

These particular elements explore two very important questions for the language instructor:

- How important is the added weight of a video experience in an already full curriculum?

We have asked our students to engage in an increasing number of activities to reinforce their traditional exercises of absorbing lectures and doing exercises in and out of class. Now they have computer-based exercises, mini-video scenes, and website assignments as well. *Are we overloading the students to their detriment or offering an advantageous variety of experiences?*

- How valuable is cultural information in sparking interest in the target language acquisition at further levels?

Is a study of countries and cultures of the target language a compelling reason to learn the language itself? This can be measured by the percentage of responses correctly given which relate to cultural content, on the supposition that facts deemed interesting to the student will be more readily retained than those which present no particular import.

We will test for these differing elements over the next two years in order to isolate cause and effect. The outcome is not very predictable; it will certainly be informative to our program

**Speech:** We agreed to review the pre-test with an item analysis for items missed. If more than 30% of the students miss the same item, we provide feedback by re-teaching or reviewing that concept. The missed concepts are included as questions on future examinations in order to measure mastery of the concept. Pre and post-test scores are compared in order to detect significant improvement between the pre and post test class averages for the Fall, 2004 and Spring, 2005 semesters.

**Unit Goal:** Describe how your unit will determine specifically whether or not student learning improved. (eg., SL improved if our average variation increased by 3%)

In comparing the average percent change between Fall and Spring Pre/Post test scores, our unit will conclude an improvement in the quality of student learning if any increase is realized.

**UNIT ASSESSMENT REPORT: DUE MAY 31, 2005**

**Results of unit intervention:** Provide brief narrative summary of your unit's intervention and attach representative samples of supporting forms/data.

**Additional Data (if any):** List any additional assessment methods used and their results (eg., departmental exams, grade distributions, licensure rates, retention rates, etc.).

**Comparison with Baseline:** Analyze Baseline results (BS) versus Intervention results (I 1). Use aggregate data from each of the five courses listed in the Unit Action Plan. Describe variation and analysis of variation among courses as necessary.

**Course 1: ENGL 1301**

**Baseline Semester (BS):** Fall 2004 Pre-Test: \_\_\_\_\_ Fall 2004 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

**Intervention 1 (I 1):** Spring 2005 Pre-Test: \_\_\_\_\_ Spring 2005 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

SLO 1 BS Pass Rate: \_\_\_\_\_ % I 1 Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 2 BS Pass Rate: \_\_\_\_\_ % I 1 Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 3 BS Pass Rate: \_\_\_\_\_ % I 1 Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 4 BS Pass Rate: \_\_\_\_\_ % I 1 Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 5 BS Pass Rate: \_\_\_\_\_ % I 1 Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course 2: ENGL 1302**

Baseline Semester: Fall 2004 Pre-Test: \_\_\_\_\_ Fall 2004 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

Intervention I: Spring 2005 Pre-Test: \_\_\_\_\_ Spring 2005 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course 3:**

Baseline Semester: Fall 2004 Pre-Test: \_\_\_\_\_ Fall 2004 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

Intervention I: Spring 2005 Pre-Test: \_\_\_\_\_ Spring 2005 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course 4:**

Baseline Semester: Fall 2004 Pre-Test: \_\_\_\_\_ Fall 2004 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

Intervention I: Spring 2005 Pre-Test: \_\_\_\_\_ Spring 2005 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course 5:**

Baseline Semester: Fall 2004 Pre-Test: \_\_\_\_\_ Fall 2004 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_  
 Intervention I: Spring 2005 Pre-Test: \_\_\_\_\_ Spring 2005 Post-Test: \_\_\_\_\_ Difference: \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Did your unit meet its Unit Goal: Yes \_\_\_\_\_ No \_\_\_\_\_** Please explain factor(s) you believe may have influenced your unit's outcomes.

**Use of Results (recommended next steps):** Include detailed description of how your unit will use your results: describe any course changes based on results, along with timetables and person(s) responsible.

**FACULTY REPORT  
 Phase I  
 (due May 15, 2005)**

**QEP Pre/Post-Test Results  
 (One Form Per Faculty Member Per Course Per Term)**

Professor's Name: \_\_\_\_\_ PEID or SSN: \_\_\_\_\_

Professor's Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Professor's Status: \_\_\_\_\_ Full-time \_\_\_\_\_ Adjunct DATE of Submission: \_\_\_\_\_

Campus: \_\_\_\_\_ Central  
 \_\_\_\_\_ Fort Hood/Service Areas: Location: \_\_\_\_\_  
 \_\_\_\_\_ Continental: Location: \_\_\_\_\_  
 \_\_\_\_\_ Europe: Location: \_\_\_\_\_  
 \_\_\_\_\_ Pacific Far East: Location: \_\_\_\_\_  
 \_\_\_\_\_ Navy: Location: \_\_\_\_\_  
 \_\_\_\_\_ Online: Location of Professor: \_\_\_\_\_

\_\_\_\_\_ Check if intervention was administered Brief Description of Intervention: \_\_\_\_\_

Fall 2004: Date of Pre-test: \_\_\_\_\_ Date of Post-test: \_\_\_\_\_  
 Spring 2005: Date of Pre-test: \_\_\_\_\_ Date of Post-test: \_\_\_\_\_

**Specific SLO Outcomes: (SLO as reported by unit on Unit Action Plan):**

**Course 1 (Name/Section #):**

**Fall 2004 Pre-Test:** \_\_\_\_\_ **Fall 2004 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_  
**Spring 2005 Pre-Test:** \_\_\_\_\_ **Spring 2005 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
 SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course2 (Name/Section #):**

**Fall 2004 Pre-Test:** \_\_\_\_\_ **Fall 2004 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_  
**Spring 2005 Pre-Test:** \_\_\_\_\_ **Spring 2005 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course 3 (Name/Section #):**

**Fall 2004 Pre-Test:** \_\_\_\_\_ **Fall 2004 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_  
**Spring 2005 Pre-Test:** \_\_\_\_\_ **Spring 2005 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**Course 4 (Name/Section #):**

**Fall 2004 Pre-Test:** \_\_\_\_\_ **Fall 2004 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_  
**Spring 2005 Pre-Test:** \_\_\_\_\_ **Spring 2005 Post-Test:** \_\_\_\_\_ **Difference:** \_\_\_\_\_

SLO 1 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 2 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 3 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 4 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_  
SLO 5 Fall Pass Rate: \_\_\_\_\_ % Spring Pass Rate: \_\_\_\_\_ % Item #s \_\_\_\_\_

**The data below should be aggregate data: (average of all sections of the same course(s) you taught that is reported above)**

Course 1:	FALL 2004	SPRING 2005
Number of Starters:	_____	Number of Completer Pass Grades: _____
Number of Completers:	_____	Number of Completer Fail Grades: _____
Retention Rate _____ %		Pass Rate: _____ %

Course 2:	FALL 2004	SPRING 2005
Number of Starters:	_____	Number of Completer Pass Grades: _____
Number of Completers:	_____	Number of Completer Fail Grades: _____
Retention Rate _____ %		Pass Rate: _____ %

Course 3:	FALL 2004	SPRING 2005
Number of Starters:	_____	Number of Completer Pass Grades: _____
Number of Completers:	_____	Number of Completer Fail Grades: _____
Retention Rate _____ %		Pass Rate: _____ %

Course 4:	FALL 2004	SPRING 2005
Number of Starters:	_____	Number of Completer Pass Grades: _____
Number of Completers:	_____	Number of Completer Fail Grades: _____
Retention Rate _____ %		Pass Rate: _____ %

**If improvement(s) did occur, briefly describe why you believe so and resulting changes to the course you may suggest (if any). If improvement did not occur, briefly describe why you believe so and resulting changes to the course you may suggest.**

CENTRAL TEXAS COLLEGE  
QUALITY ENHANCEMENT PLAN  
UNIT ACTION PLAN , UNIT ASSESSMENT REPORT, and BASELINE REPORT  
NON-INSTRUCTIONAL UNITS  
Phase I

**ACTION PLAN: DUE NOVEMBER 1, 2004**

**Unit Name: Oveta Culp Hobby Memorial Library Central Texas College**

**Course Title(s) (attach syllabi): Library Resources Workshop**

**Description of baseline assessment:** *Describe measurement technique and results. Provide references to research and best practices. Attach all evidence and other relevant documents.*

Description:

*The Instructional Unit of the Library will administer Pre/Post Tests to demonstrate improvement in the students' ability to access information.*

Measurement Technique:

Due to the unique nature of the Library Workshop there is the ability to get instantaneous results to a Pre and Post Test. Therefore from the first week of the semester through to the end of October; the Reference librarian will administer the tests.

The pretest is given at the beginning of a Library Resources Workshop; the same test is administered after the workshop. Based on the findings of these tests it is found that all students would benefit from a Library Resources Workshop. For the Fall of 2004 we will count how many students attended a workshop. This count is the baseline number for this semester.

Research/Best Practice References:

Atkins, Thomas. "Approaches to Instruction." Journal of Academic Librarianship. Nov80

Kirkendall, Carolyn. "A Fourth Opinion." Journal of Academic Librarianship. Nov97

Quarton, Barbara. "Research Skills & the New Undergraduate." Journal of Instructional Psychology. Jun03

**Proposed intervention:** *Describe intervention and provide timeline and all details. Attach any forms, examples or explanatory information.*

Intervention:

The findings of the Pre/Post Test demonstrate that attending a Library Resources Workshop does enhance the students' ability to access information resources. During the first two weeks of the Spring semester we will give students a "Ticket to Success"; this ticket will invite

students to a library workshop and enter them into a drawing for a prize when they attend the workshop. The prize winners will be announced previous to the first scheduled day of finals. The tickets will be available; through the "Bell Tower Buzz", at the Library, from selected Faculty members.

**Unit Goal:** *Describe how your unit will determine specifically whether or not student learning improved.*

*Based on Pre/Post Tests students feel their information resource seeking improves after participating in a library resource workshop. By reaching 20% more students than the baseline semester through the "Ticket to Success" blitz, we at the library will have accomplished our goal.*

CENTRAL TEXAS COLLEGE  
 QUALITY ENHANCEMENT PLAN  
 QEP UNIT ACTION PLAN, Part II  
 NON-INSTRUCTIONAL UNITS  
 Phase I

QEP UNIT ACTION PLAN: *DUE Feb. 11, 2005*

**Program:** Library Resources Workshop

**Program Outcomes:** *List the Program Student Learning Outcomes (SLOs) that relate to your unit (department).*

To provide a well rounded Library Workshop that will ensure that all library patrons will receive instruction on the electronic and paper resources available to them.

**Unit:** Oveta Culp Hobby Memorial Library

**Course Titles:** *List the five (5) courses that have the most sections from your department (use course abbreviations, eg., BUSI 2310).*

- Library Resources*
- Literary Criticism*
- Writing a Research Paper*
- Nursing Resources*
- Database Workshop*

**Course Student Learning Outcomes (SLOs):** *For each of the courses above, list the three to five (3-5) highest (Bloom's level) SLOs from that course.*

**Course 1: Library Resources**

**Course 1 SLOs:**

- Students will identify library holdings by conducting a search in the on-line catalog.
- Students will access and search E-Books for information and create an account for themselves.
- Students will explain plagiarism and ethical use of materials and introduce them to different style manuals.

**Course 2: Literary Criticism**

**Course 2 SLOs:**

- students will conduct a pre-search activity using the provided "Search Planner" this will help ensure a successful search.
- Students will identify relevant sources of literary criticism by conducting a search in the on-line catalog.
- Students will view the different databases to evaluate which ones will best suit their needs.
- students will explain the importance of Documentation and Plagiarism.

**Course 3: Writing a Research Paper**

**Course 3 SLOs:**

- Students will discuss aspects for finding a good research topic.
- Students will utilize the Search Planner, the On-Line Catalog and the various databases to fully realize the resources available to them.
- students will explain the various style manuals and create a thesis using appropriate formatting of a paper

**Course 4: Nursing Resources**

**Course 4 SLOs:**

- Help prepare Nursing students locate nursing/medical literature through a "Hands On" Research skills workshop.
- Follow all the steps for a Library Resources Workshop.

- Familiarize students with the Cumulative Index to Nursing and Allied Literature. (CINAL)
- Introduce the students to the On-Line Databases, show them the electronic version of CINAL and assist them in searching in that and other Health and Medicine databases.

**Course 5: Database Workshop**

**Course 5 SLOs:**

- Provide students with the knowledge and skills to maneuver in the many varied electronic databases available to them through CTC.
- Show students how to consider pre-searching activities to conduct a more effective search.
- Explain the importance of selecting the correct database to suit their topic.
- Introduce students to the concept of Boolean Logic to make a clearer search.
- Discuss with the students how to choose a reliable Internet Site and the process of selecting “Good” search engines.

**CENTRAL TEXAS COLLEGE  
QUALITY ENHANCEMENT PLAN  
BASELINE ASSESSMENT REPORT  
NON-INSTRUCTIONAL UNITS**

**BASELINE ASSESSMENT REPORT: COMPLETE THIS SECTION PRIOR TO INTERVENTION AND NO LATER THAN NOVEMBER 1, 2004.**

**Description of baseline assessment:** *Describe baseline assessment results. Attach all evidence and other relevant documents.*

The library issue was established through student surveys which indicated that students were not receiving adequate assistance in certain service areas of the library.

62 students completed a 3 question survey (Summer 04), the questions covered issues regarding:

1. Staff helpfulness and approachability.
2. The adequacy of library resources and services.
3. Their (students) skills in finding information.

What was established was that even though most students felt the services and resources were quite adequate in the library, library staff needed more training in the different service areas. (Circulation desk, Reference, Multimedia Lab and Periodicals)

Library staff completed a series of questionnaires which documented areas where staff felt uncomfortable and therefore were possibly giving inadequate service.

12 staff members participated in the survey.

**Pre-Training Questionnaire**

10 of 12 (83%) felt uncomfortable working in the different service areas of the library.

Staff members received training in the different service areas, a manual was made that contained check lists for each area. Each staff member received a copy of their own; this allowed them to feel more comfortable knowing that most questions could be answered, by referring to the documentation.

**Post-Training Questionnaire**

8 of 12 (66%) felt secure and well trained working in the different service areas of the library.

(Service areas are Circulation Desk, Periodicals Section, Multimedia Lab. and Reference.)

**With 66% of the staff feeling secure and well trained as compared to 83% who felt insecure prior to the training. Therefore we have improvement in how the staff feels when working in the different areas, which translates to better service, thus meeting our objective.**

**84 students completed the same 3 question survey (November 04), what was established was that the students felt that the staff was doing an adequate job in all areas.**

**As the need to feel adequate and be comfortable in the different service areas was the overwhelming response of staff members, long term objectives are as follows:**

**Have a rotating schedule so that each staff member will work in a different service area on a regular basis.**

**Continue with the cross training as new staff members come to the library.**

**Keep staff aware of any changes in the system that might affect them and therefore the students.**

# APPENDIX B

## CENTRAL TEXAS COLLEGE Annual Assessment Report

Circle Degree AA AS AAS  
Academic Program \_\_\_\_\_  
Year 2004-2005

### CTC MISSION STATEMENT

At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment. Institutional Purpose Central Texas College is a two-year, open admissions institution which provides educational opportunities to students locally, nationally, and internationally.

#### The purpose of CTC is to provide:

- technical programs up to two years in length leading to associate degrees and/or certificates.
- vocational programs leading directly to employment in semi-skilled and skilled operations.
- freshman and sophomore level courses in arts and sciences.
- continuing adult education programs for occupational or cultural upgrading.
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students.
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals.
- workforce development programs designed to meet civilian and military community needs.
- adult literacy and other basic skills programs for adults.
- library services.
- a wide variety of public service needs.

### Program Purpose and Relationship to Mission:

- print and non-print resources that meet the present and anticipated instructional needs of CTC students, faculty, and staff
- information literacy instruction through a coordinated user education program that helps students develop their library skills so they achieve success in their immediate academic pursuits and become effective lifelong information users
- a qualified staff to acquire, organize, preserve, and provide access to library resources
- service to the local community as an areas research library

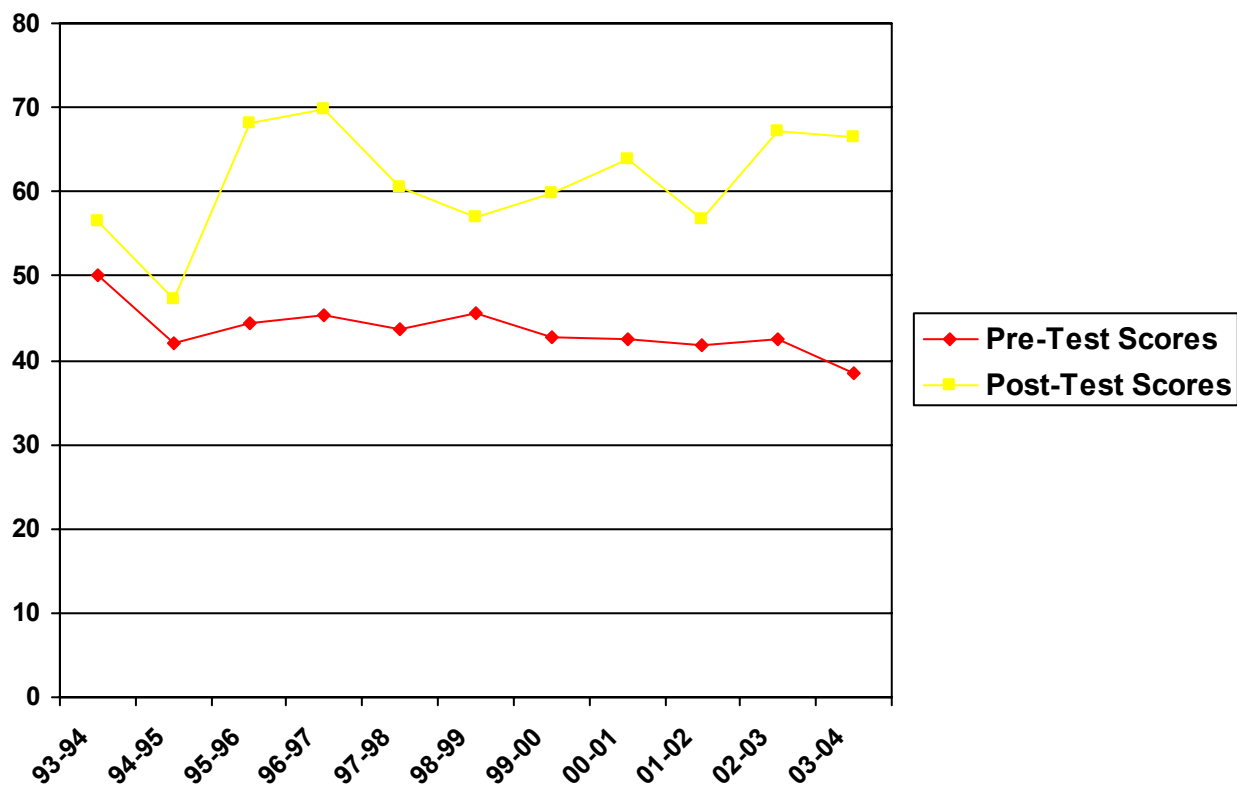
This program relates to Institutional Strategic Plan Goal 1: To provide instruction. Central Texas College shall provide quality instructional programs and educational support services that will prepare students to fully participate in educational, occupational, economic and social opportunities. These include certificate and/or degree programs in general education and occupational technology; university transfer; developmental education; adult and continuing education; skills training and workforce development programs; special enrichment education; and adult literacy and basic skills education.

UNIT OBJECTIVE	PERFORMANCE OUTCOMES	ASSESSMENT CRITERIA & EVALUATION METHODS	ASSESSMENT RESULTS (Use of actual data to describe performance)	USE OF RESULTS (Improvements made)
Design and implement an information literacy curriculum that will help students develop their library skills so they achieve success in their immediate academic pursuits and become effective lifelong information users	<p>Develop a curriculum based on sound educational goals, objectives, and activities</p> <p>Ensure students have adequate access to the workshops by scheduling them at varying times of the day and days of the week</p> <p>Provide an effective combination of oral instruction and hands-on experience</p>	<p>An increasing number of information literacy workshops are scheduled each semester</p> <p>An increasing number of students who attend information literacy workshops each semester</p> <p>Grades of students who attend workshops are better on average</p>	<p>Number of Workshops 2002-2003: 110 sessions 2003-2004: 151 sessions 2004-2005: Number of participants 2002-2003: 2572 students 2003-2004: 1961 students 2004-2005:</p>	

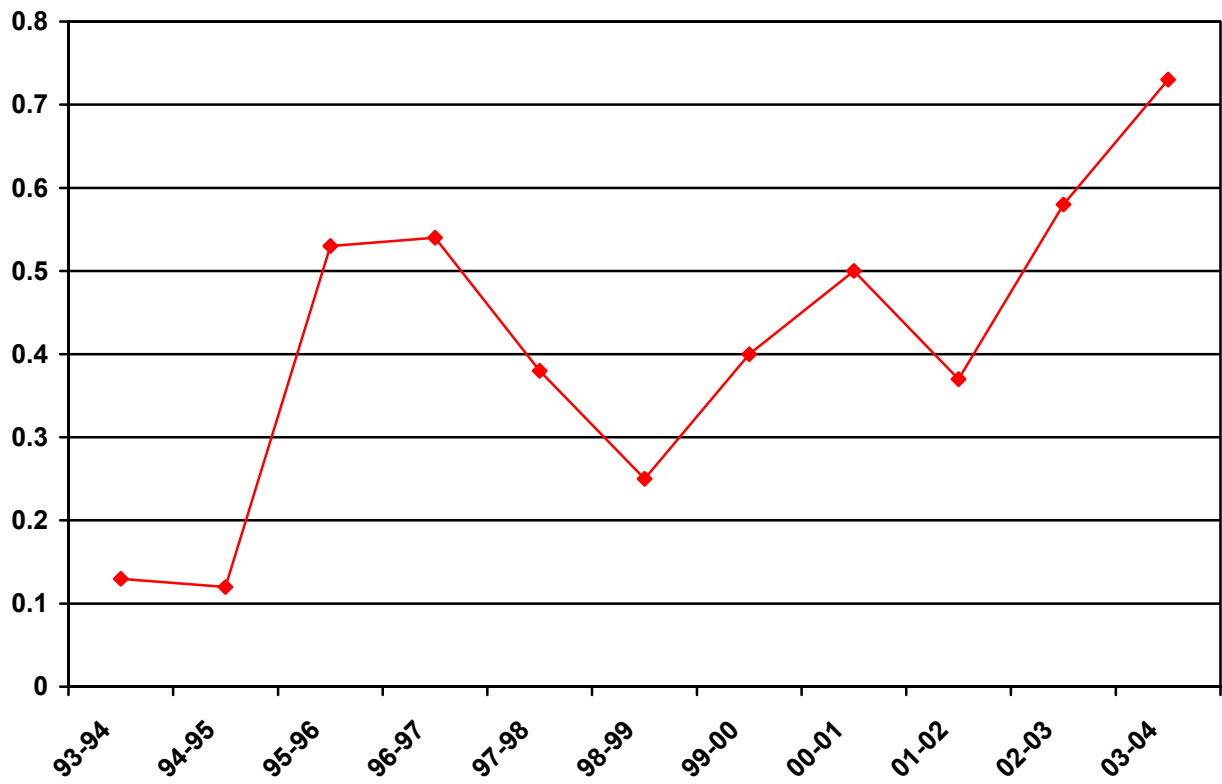
	Provide written handouts to supplement oral and hands-on instruction	than those of students who do not attend workshops		
		Instructors note that students who have attended workshops use better quality sources in their papers		

### Instructional Pre- and Post-Test Data

<b>Academic Year</b>	<b>93-94</b>	<b>94-95</b>	<b>95-96</b>	<b>96-97</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>Average</b>
Pre-test	49.98	42.09	44.41	45.29	43.78	45.46	42.67	42.58	41.82	42.41	38.45	44.05
Post-test	56.38	47.32	68.24	69.73	60.57	57.04	59.74	63.75	56.72	67.14	66.58	60.66
Improvement	0.13	0.12	0.54	0.54	0.38	0.25	0.4	0.49	0.36	0.58	0.73	0.377
Students												
Pre-test	2290	555	821	366	835	837	777	1226	943	1380	758	
Post-test	1157	406	568	323	645	600	546	984	338	897	590	
Ratio	0.50	0.73	0.69	0.88	0.77	0.71	0.70	0.80	0.36	0.65	0.78	



Evolution of Pre-Test and Post-Test Scores Across Time



Changes in Improvement Rate Across Time

**QEP Budget**

	2003-2004 Implementation I	2004-2005 Implementation II	2005-2006 Implementation III	2006-2007	2007-2008	2008-2009
A. Personnel (Salary & Wages including release time* and part-time)						
• Co-Chairs	20,000	24,800	n/a	n/a	n/a	n/a
• Dean	n/a	7038 (partial year)	15,000	15,500	16,000	16,500
• Director	n/a	20,000 (partial year)	41,000	42,000	43,000	44,000
• Clerical Support	n/a	10,000 (partial year)	20,500	21,000	21,500	22,000
• QIS/QNS Stipends	n/a	5000	5250	5500	5750	6000
• Core Committee	28,800* (80 hrs x 15)	14,400* (40 hrs x 15)	5400*(15 hrs)	7200*(20 hrs)	5400*	7200*
B. Fringe Benefits (20% of S&W)	9760	16,248	17,430	18,240	18,330	19,140
C. Consultants (SACS-COC Visiting Team/ Consultant)	20,303.60	13,700	1200	1200	1200	7200
D. Staff Travel						
• Professional Development (AAHE, TAMU)	3000	2000	2000	2000	2000	2000
• Site Training/Staff Exchange	n/a	n/a	8000	4000	8000	4000
E. Supplies						
• Office	n/a	5000	5500	6000	6500	7000
• Computer/Printer	n/a	5000	500	500	500	5000
• Duplicating (Newsletter, Flyers, Copies)	8000	5500	6000	6000	6000	6000
• Software	n/a	1000	1000	1000	1000	1000
• Database Development /maintenance	n/a	5000	2500	2000	2000	2000
F. Other						
• Communications (telephone, mail, etc.)	2000	2000	2250	2500	2500	2500
• Library Acquisitions (texts, Academic Assessment)	1100	1100	1500	1500	1500	1500
• Professional Organizations (AAHE)	350	350	350	350	350	350
• Training	1000	2000	4000	2000	2000	2000
• Module Development	n/a	3000	3000	500	500	500
• Surveying (Noel-Levitz)	8000	n/a	n/a	12,000	n/a	18,000
• MISC						
o Awards	600	625	650	675	700	725
o Refreshments	500	525	550	575	600	625
G. Total Direct Costs	103,413.60	144,286.00	143,580.00	152,240.00	145,330.00	175,240.00
H. Indirect Costs (43% of total costs)**	44,467.85	62,042.98	61,739.40	65,463.20	62,491.90	75,353.20
I. TOTAL COSTS	147,881.45	206,328.98	205,319.40	217,703.20	207,821.90	250,593.20

\*\*institutional contract rate

## APPENDIX D

### Student Data Reports

[http://www.ctcd.edu/ctcf/ie\\_datareports.asp](http://www.ctcd.edu/ctcf/ie_datareports.asp)

- Grade distribution, 2004, Letters, Central Campus
- Pre/Posttest, 2004, Letters, Central Campus

### Data Sources—External

- THECB Licensure Report  
<http://www.thecb.state.tx.us/reports/pdf/0783.pdf>  
(see Table IV, pp. 31-33 of 177)
- THECB Student Retention Report  
<http://www.thecb.state.tx.us/reports/pdf/0746.pdf>  
(click “Central Texas College”)
- THECB 2004 Data Sources for IE Measures and Standards  
<http://www.thecb.state.tx.us/ctc/ie/ctciems/2003/004003.pdf>
- THECB 2004 Annual Data Profile  
<http://www.thecb.state.tx.us/ctc/ie/ctcadp/2004/004003.pdf>

*DRAFT*  
**CENTRAL TEXAS COLLEGE**  
**Duties and Responsibilities**  
**Fiscal Year 2004-2005**

**Employee Class:** Exempt

**Category/Step:** IG

**Area Name:** Systems Administration

**Immediate Supervisor:** Dean,  
Instructional and Accreditation Support  
Services

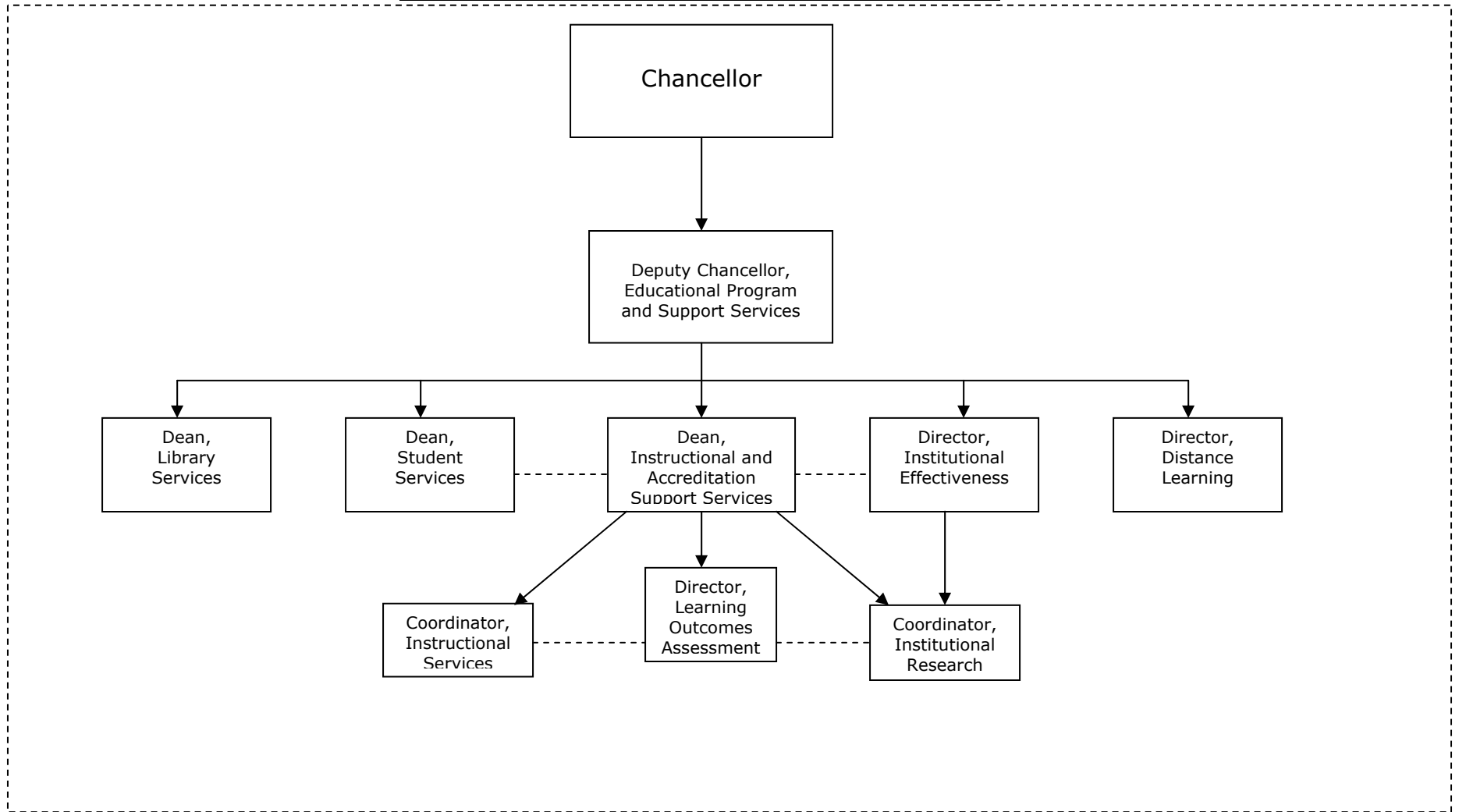
**Department Number:** 15301

**Title:** Director, Learning Outcomes  
Assessment

The Director, Learning Outcomes Assessment is responsible for the College's Quality Enhancement Plan through management of the implementation, evolution, and design of the plan and tools essential to support CTC's four fold mission of teaching, institutional research, effective use of precious resources, and public service. The Director, Learning Outcomes Assessment is a Technical Staff Position directly responsible to Dean of Instructional and Accreditation Support Services. Overall duties and responsibilities include assisting in the management of assessment of learning outcomes designed to provide information for planning, analysis, and reporting results for the purpose of improving student learning at the course, department, program, and institutional levels. Responsibilities include but are not limited to the following essential functions:

- Coordinate all aspects of the Quality Enhancement assessment projects including developing surveys, writing statistical programs, analyzing data, and summarizing findings
- Conduct annual QEP Forum
- Facilitate communication on assessment and QEP issues among like disciplines worldwide
- Provide QEP technical and operational support to departments, units, and campuses
- Assist in the institution-wide completion of QEP Unit Action Plans, QEP Faculty Reports, QEP Unit Assessment Reports, and other reporting forms
- Monitor the development of QEP Unit Action Plans and QEP Unit Assessment Reports
- Conduct assessment research as needed for benchmarking and comparability purposes
- Collect and analyze data and information for QEP
- Provide responses to unit/campus requests for assistance, data, and analyses
- Report data in a clear, concise manner using graphs, tables, and text
- Assist with overseeing the QEP Core Committee
- Oversee Quality Assurance process
- Conduct annual assessment of the QEP process using the CTC Report Card
- Disseminate assessment results and findings to build community among CTC sites worldwide
- Oversee the administration and analysis of the various Noel-Levitz surveys administered biennially or as needed, for the purposes of determining issues to address for the Quality Enhancement Plan.
- Coordinate with Human Resources to ensure New Employee Orientation information regarding the QEP process is current
- Prepare and submit the *SACS COC Impact Report of the Quality Enhancement Plan (QEP) on Student Learning*
- Serve on institutional committees as necessary

**Central Texas College  
Learning Outcomes Assessment Office  
Organizational Chart**



**APPENDIX F**  
**CTC REPORTS HAVING ASSESSMENT COMPONENTS**

SACS	THECB	DL, Continental, International CAMPUSES	IE	STRAT PLAN	QEP	OTHER
Compliance Certification Review	Data Resources for 2003 Performance Measures for TX State Technical and Comm Colleges (% student completions, % rem students passing TASP, % <u>passing licensure</u> , # degrees awarded, # transfers to universities, % minority of minorities and disadvantaged students	MIVER (assesses support services, ed program), peer review	FAST Book	Strat Plan 2003-2007	Action Plans	Legislative Budget Board
Quality Enhancement Plan	Annual Visit and/or Desk Review	L-Guide (compares with traditional standards & quest on Prometh, etc.	Fast Facts Book	Annual Strat Plan	Assessment Reports (merge with IE)	<u>Instructional Programs Accreditation: Nursing, Paralegal, and Med Lab</u>
5-yr Impact Report	<u>Licensure Report (rates for Barber, Cosmetology, Police Academy, Paramedic, Med Lab Tech, Rg Nurse, LVN</u>	Internal on-line eval	Student Evals	Dept plans		
	CTC IE Report (outcomes access, retention, graduates, placement, course completion)		Face of the Future	Strat Plan Guide with Action Plan & Attachment A goals from Statement of Purpose		
	Closing the Gaps Report (degrees awarded, completions, DL award for eArmyu		Dept IE Report <u>(1-2 had direct measures)</u>			
	IE Process Report		Professional Dev Plan			
	Annual Data Profile		Technology Plan			
	Program Improvement Plan (# graduates, placement rates, <u>licensure pass rates</u> ); WECM Workforce Ed Program Self-Evals; Annual Local Plan; Desk Audit					

Key: Underline indicates direct assessment measure

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