### Appendix J. | QEP Assessment Plan Matrices by Initiative | Global Laureates Academy (Faculty & Staff)

#### PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>Increased Faculty/Staff Participation in GLA</th>
<th>Descriptive statistics</th>
<th># new Faculty/Staff enrolled</th>
<th>PY1</th>
<th>PY2</th>
<th>PY3</th>
<th>PY4</th>
<th>PY5</th>
<th>SCHEDULE</th>
<th>RESPONSIBLE AGENT</th>
<th>RECIPIENT(S) OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased # of Faculty/Staff earning GLA Certificate</td>
<td>Descriptive statistics</td>
<td># Faculty/Staff graduating from GLA program</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>20</td>
<td>30</td>
<td>Annually PY 3-5</td>
<td>Global Laureates Academy Coordinator; Director of Global Outreach &amp; Research</td>
<td>Global Laureates Academy Advisory Board</td>
</tr>
<tr>
<td>Satisfaction with GLA Program Elements and Implementation</td>
<td>Post-program survey</td>
<td>Term frequency, content, and thematic analysis</td>
<td>Satisfaction with the structure and implementation of GLA</td>
<td>Post program PY 2-5</td>
<td>Post program PY 2-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion of Global Competency Development as Perceived Valued Realm of the Faculty/Staff Position</td>
<td>Survey of Supervisors</td>
<td>% of GLA participants’ supervisors noting value of GLA</td>
<td>-</td>
<td>&gt;50%</td>
<td>&gt;55%</td>
<td>&gt;60%</td>
<td>&gt;65%</td>
<td>Annually PY 2-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>SLO1. Interpret Global Events, Values, and Practices from Multiple Cultural Perspectives</th>
<th>Self-assessment of Portfolio/Project using QEP Rubric (Intercultural Inquiry)</th>
<th>% GLA Faculty/Staff Scoring 3 or Above on QEP Rubric</th>
<th>-</th>
<th>-</th>
<th>75%</th>
<th>85%</th>
<th>95%</th>
<th>Post Program PY 3-5</th>
<th>Global Laureates Academy Coordinator; Director of Global Outreach &amp; Research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO2. Explain How Their Own Perspective and Experiences Influence Their Understanding of Other Cultures</td>
<td>Self-assessment of Portfolio/Project using QEP Rubric (Self Awareness)</td>
<td>% GLA Faculty/Staff Scoring 3 or Above on QEP Rubric</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>85%</td>
<td>95%</td>
<td>Post Program PY 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO3. Collaborate Across Diverse Cultures and Settings to Address Complex Global Challenges</td>
<td>Self-assessment of Portfolio/Project using QEP Rubric (Community Interaction)</td>
<td>% GLA Faculty/Staff Scoring 3 or Above on QEP Rubric</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>85%</td>
<td>95%</td>
<td>Post Program PY 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO4. Negotiate Intercultural Interactions Using Appropriate Verbal and Nonverbal Communication Skills</td>
<td>Self-assessment of Portfolio/Project using QEP Rubric (Intercultural Communication)</td>
<td>% GLA Faculty/Staff Scoring 3 or Above on QEP Rubric</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>85%</td>
<td>95%</td>
<td>Post Program PY 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO5. Formulate Solutions to Global Challenges through Informed Decision-Making and Reflection</td>
<td>Self-assessment of Portfolio/Project using QEP Rubric (Global Responsibility)</td>
<td>% GLA Faculty/Staff Scoring 3 or Above on QEP Rubric</td>
<td>-</td>
<td>-</td>
<td>75%</td>
<td>85%</td>
<td>95%</td>
<td>Post Program PY 3-5</td>
<td></td>
<td></td>
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</tbody>
</table>