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

PROGRAM OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
			PY1	PY2	PY3	PY4	PY5			
Increased faculty/staff participation in GLA	Descriptive statistics	# new faculty/staff enrolled	-	10	20	40	60	Annually PY 2-5	Global Laureates Academy Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator Director of Academic Development & Assessment; Global Laureates Academy Advisory Board
Increased # of faculty/staff earning GLA certificate	Descriptive statistics	# faculty/staff graduating from GLA program	-	-	5	20	30	Annually PY 3-5		
Satisfaction with GLA program elements and implementation	Post-program survey	Term frequecy, content, and thematic analysis	Satisfaction with the structure and implementation of GLA					Post program PY 2-5		
Inclusion of global competency development as perceived valued realm of the faculty/staff position	Survey of supervisors	% of GLA participants' supervisors noting value of GLA	-	>50%	>55%	>60%	>65%	Annually PY 2-5		

STUDENT LEARNING OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
			PY1	PY2	PY3	PY4	PY5			
SLO1. Interpret global events, values, and practices from multiple cultural perspectives	Self-assessment of portfolio/project using QEP rubric (Intercultural Inquiry)	% GLA faculty/staff scoring 3 or above on QEP rubric.	-	-	75%	85%	95%	Post program PY 3-5	Global Laureates Academy Coordinator; Director of Global Outreach & Research; Faculty and staff participants	QEP Administrator Director of Academic Development & Assessment; Global Laureates Academy Advisory Board
	Global Perspectives Inventory (Knowing)	Effect size between pre-/post-survey scores of GLA participants.	'	$d{>}.15$	$d{>}.20$	$d{>}.20$	$d{>}.20$	Pre and post program PY 2-5		
SLO2. Explain how their own perspective and experiences influence their understanding of other cultures.	Self-assessment of portfolio/project using QEP rubric (Self Awareness)	% GLA faculty/staff scoring 3 or above on QEP rubric.	-	-	75%	85%	95%	Post program PY 3-5		
	Global Perspectives Inventory (Identity)	Effect size between pre-/post-survey scores of GLA participants.	'	$d{>}.15$	$d{>}.20$	$d{>}.20$	$d{>}.20$	Pre and post program PY 2-5		
SLO3. Collaborate across diverse cultures and settings to address complex global challenges.	Self-assessment of portfolio/project using QEP rubric (Community Interaction)	% GLA faculty/staff scoring 3 or above on QEP rubric.	-	-	75%	85%	95%	Post program PY 3-5		
	Global Perspectives Inventory (Social Interactions)	Effect size between pre-/post-survey scores of GLA participants.	'	$d{>}.15$	$d{>}.20$	$d{>}.20$	$d{>}.20$	Pre and post program PY 2-5		
SLO4. Negotiate intercultural interactions using appropriate verbal and nonverbal communication skills.	Self-assessment of portfolio/project using QEP rubric (Intercultural Communication)	% GLA faculty/staff scoring 3 or above on QEP rubric.	-	-	75%	85%	95%	Post program PY 3-5		
	Global Perspectives Inventory (Knowledge & Social Interactions)	Effect size between pre-/post-survey scores of GLA participants.	'	$d{>}.15$	$d{>}.20$	$d{>}.20$	$d{>}.20$	Pre and post program PY 2-5		
SLO5. Formulate solutions to global challenges through informed decision-making and reflection.	Self-assessment of portfolio/project using QEP rubric (Global Responsibility)	% GLA faculty/staff scoring 3 or above on QEP rubric.	-	-	75%	85%	95%	Post program PY 3-5		
	Global Perspectives Inventory (Social Responsibility)	Effect size between pre-/post-survey scores of GLA participants.	'	$d{>}.15$	$d{>}.20$	$d{>}.20$	$d{>}.20$	Pre and post program PY 2-5		