

Appendix J. | QEP Assessment Plan Matrices by Initiative | Global Laureates Academy (Students)

PROGRAM OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
			PY1	PY2	PY3	PY4	PY5			
Increased # students enrolled in GLA program	Descriptive statistics	# students enrolled	-	20	30	40	50	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 graduates from GLA program	Descriptive statistics	# students graduating from GLA program	-	-	10	25	35	Annually PY 3-5		
Satisfaction with GLA program elements and implementation	Post-program survey	Term frequency, content, and thematic analysis	Satisfaction with the structure and implementation of GLA					Post program 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.	Student work sample: Portfolio/project evaluated by QEP rubric (Intercultural Inquiry)	Between-groups: Effect size of GLA students' rubric score on final project/portfolio in comparison with non-GLA students' rubric scores (from institutional CEC assessment)	.	.	d>.15	d>.20	d>.20	Post program PY 3-5	Global Laureates Academy Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; Global Laureates Academy Advisory Board
	Global Perspectives Inventory (Knowing)	Within-group: Effect size between pre-/post-surveys of GLA participants. Between-groups: Effect size of GLA students' pre-/post-survey score mean difference in comparison with non-GLA WFU senior students' pre-/post-survey score mean difference.	.	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.	Student work sample: Portfolio/project evaluated by QEP rubric (Self Awareness)	Between-groups: Effect size of GLA students' rubric score on final project/portfolio in comparison with non-GLA students' rubric scores (from institutional CEC assessment)	.	.	d>.15	d>.20	d>.20	Post program PY 3-5		
	Global Perspectives Inventory (Identity)	Within-group: Effect size between pre-/post-surveys of GLA participants. Between-groups: Effect size of GLA students' pre-/post-survey score mean difference in comparison with non-GLA WFU senior students' pre-/post-survey score mean difference.	.	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.	Student work sample: Portfolio/project evaluated by QEP rubric (Community Interaction)	Between-groups: Effect size of GLA students' rubric score on final project/portfolio in comparison with non-GLA students' rubric scores (from institutional CEC assessment)	.	.	d>.15	d>.20	d>.20	Post program PY 3-5		
	Global Perspectives Inventory (Social Interactions)	Within-group: Effect size between pre-/post-surveys of GLA participants. Between-groups: Effect size of GLA students' pre-/post-survey score mean difference in comparison with non-GLA WFU senior students' pre-/post-surveyscore mean difference.	.	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.	Student work sample: Portfolio/project evaluated by QEP rubric (Intercultural Communication)	Between-groups: Effect size of GLA students' rubric score on final project/portfolio in comparison with non-GLA students' rubric scores (from institutional CEC assessment)	.	.	d>.15	d>.20	d>.20	Post program PY 3-5		
	Global Perspectives Inventory (Knowledge & Social Interactions)	Within-group: Effect size between pre-/post-surveys of GLA participants. Between-groups: Effect size of GLA students' pre-/post-survey score mean difference in comparison with non-GLA WFU senior students' pre-/post-survey score mean difference.	.	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.	Student work sample: Portfolio/project evaluated by QEP rubric (Global Responsibility)	Between-groups: Effect size of GLA students' rubric score on final project/portfolio in comparison with non-GLA students' rubric scores (from institutional CEC assessment)	.	.	d>.15	d>.20	d>.20	Post program PY 3-5		
	Global Perspectives Inventory (Social Responsibility)	Within-group: Effect size between pre-/post-surveys of GLA participants. Between-groups: Effect size of GLA students' pre-/post-survey score mean difference in comparison with non-GLA WFU senior students' pre-/post-survey score mean difference.	.	d>.15	d>.20	d>.20	d>.20	Pre and post program PY 2-5		