

Appendix J. | QEP Assessment Plan Matrices by Initiative | Global Villages

PROGRAM OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
			PY1	PY2	PY3	PY4	PY5			
Increased interest in GV program	Descriptive statistics	# of applicants	-	25	40	55	65	Annually PY 2-5	Global Villages Program Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; Director of Global Campus Programs; Global Villages Advisory Board
Increased # students enrolled in GV program	Descriptive statistics	# students enrolled (aggregated by class)	-	18	24	30	36	Annually PY 2-5		
Satisfaction with GV program elements and implementation	Post-program survey	Term frequency, content, and thematic analysis	Satisfaction with the structure and implementation of GV					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: Case Study Analysis evaluated by QEP rubric (Intercultural Inquiry)	Within-group: Effect size of GV students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of GV students' post-rubric scores compared with non-GV WFU students' rubric scores (from institutional CEC assessment).		d > .15	d > .20	d > .20	d > .20	Pre and post program PY 2-5	Global Villages Program Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; Director of Global Campus Programs; Global Villages Advisory Board
	Global Perspectives Inventory (Knowing)	Within-group: Effect size between pre-/post-surveys of GV participants. Between-groups: Effect size of GV students' pre-/post-survey score mean difference in comparison with non-GV WFU 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: Case Study Analysis evaluated by QEP rubric (Community Interaction)	Within-group: Effect size of GV students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of GV students' post-rubric scores compared with non-GV WFU students' rubric scores (from institutional CEC assessment).		d > .15	d > .20	d > .20	d > .20	Pre and post program PY 2-5		
	Global Perspectives Inventory (Social Interactions)	Within-group: Effect size between pre-/post-surveys of GV participants. Between-groups: Effect size of GV students' pre-/post-survey score mean difference in comparison with non-GV WFU 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: Case Study Analysis evaluated by QEP rubric (Global Responsibility)	Within-group: Effect size of GV students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of GV students' post-rubric scores compared with non-GV WFU students' rubric scores (from institutional CEC assessment).		d > .15	d > .20	d > .20	d > .20	Pre and post program PY 2-5		
	Global Perspectives Inventory (Social Responsibility)	Within-group: Pre-post levels maintain. Between-groups: Effect size of GV students' pre-/post-survey score mean difference in comparison with non-GV WFU students' pre-/post-survey score mean difference.		d > .15	d > .20	d > .20	d > .20	Pre and post program PY 2-5		