

Appendix J. | QEP Assessment Plan Matrices by Initiative | Arrive@Wake

PROGRAM OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
			PY1	PY2	PY3	PY4	PY5			
Increased # students enrolled in A@W program	Descriptive statistics	# students enrolled	15	25	35	45	45	Annually PY 1-5	Arrive@Wake Program Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; ISS Director; A@W Advisory Board
Satisfaction with A@W program elements and implementation	Post-program survey	Term frequency, content, and thematic analysis	Satisfaction with the structure and implementation of A@W					Post program PY 1-5		
STUDENT LEARNING OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
SLO2. Explain how their own perspectives and experiences influence their understanding of other cultures.	Student work sample: Case Study Analysis evaluated by QEP rubric (Self-Awareness)	Within-group: Effect size of A@W students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of A@W students' post-rubric scores compared with non-A@W WFU international freshmen students' rubric scores (from institutional CEC assessment).	d > .15	d > .20	d > .20	d > .20	d > .20	Post program PY 1; pre and post program PY 2-5	Arrive@Wake Program Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; ISS Director; A@W Advisory Board
	Global Perspectives Inventory (Intercultural Affect)	Within-group: Effect size between pre-/post-surveys of A@W participants. Between-groups: Effect size of A@W students' mean difference between pre-/post-survey scores compared with non-A@W WFU freshmen pre-/post-survey score mean difference.	d > .15	d > .20	d > .20	d > .20	d > .20	Post program PY 1; pre and post program PY 2-5		
SLO4. Negotiate intercultural interactions using appropriate verbal and nonverbal communication skills.	Student work sample: Case Study Analysis evaluated by QEP rubric (Intercultural Communication)	Within-group: Effect size of A@W students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of A@W students' post-rubric score in comparison with non-A@W WFU international freshmen students' rubric scores (from institutional CEC assessment).	d > .15	d > .20	d > .20	d > .20	d > .20	Post program PY 1; pre and post program PY 2-5		
	Global Perspectives Inventory (Knowledge & Social Interactions)	Within-group: Effect size between pre-/post-surveys of A@W participants. Between-groups: Effect size of A@W students' mean difference between pre-/post-survey scores compared with non-A@W WFU freshmen pre-/post-survey score mean difference.	d > .15	d > .20	d > .20	d > .20	d > .20	Post program PY 1; pre and post program PY 2-5		

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

PROGRAM OUTCOMES	METHOD	PERFORMANCE CRITERIA	ANNUAL TARGETS					SCHEDULE	RESPONSIBLE AGENT	RECIPIENT(S) OF RESULTS
			PY1	PY2	PY3	PY4	PY5			
Increased interest in GA program	Descriptive statistics	# of applicants	-	40	50	60	70	Annually PY 2-5	Global AWAKEnings Program Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; Director of Study Abroad; Global AWAKEnings Advisory Board
Increased # of first-year students enrolled in GA program	Descriptive statistics	# students enrolled	-	18	24	30	36	Annually PY 2-5		
Satisfaction with GA program elements and implementation	Post-program survey	Term frequency, content, and thematic analysis	Satisfaction with the structure and implementation of GA					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 GA students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of GA students' post-rubric scores compared with non-GA WFU freshmen students' rubric scores (from institutional CEC assessment).		d > .15	d > .20	d > .20	d > .20	Pre and post program PY 2-5	Global AWAKEnings Program Coordinator; Director of Global Outreach & Research; Graduate Research Assistant	QEP Administrator; Director of Academic Development & Assessment; Director of Study Abroad; Global AWAKEnings Advisory Board
	Global Perspectives Inventory (Knowing)	Within-group: Effect size between pre-/post-surveys of GA participants. Between-groups: Effect size of GA students' pre-/post-survey score mean difference in comparison with non-GA WFU freshmen 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 perspectives and experiences influence their understanding of other cultures.	Student work sample: Case Study Analysis evaluated by QEP rubric (Self Awareness)	Within-group: Effect size of GA students' mean difference between pre-/post-rubric scores. Between-groups: Effect size of GA students' post-rubric scores compared with non-GA WFU freshmen 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 (Intercultural Affect)	Within-group: Effect size between pre-/post-surveys of GA participants. Between-groups: Effect size of GA students' pre-/post-survey score mean difference in comparison with non-GA WFU freshmen students' pre-/post-survey score mean difference.		d > .15	d > .20	d > .20	d > .20	Pre and post program PY 2-5		

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		

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		

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 frequency, 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
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		