

Response to QEP Recommendations and Comments

The Appalachian QEP Leadership Team thanks the visiting team for their insightful comments on “Global Learning: A World of Opportunities for Appalachian Students.” Please accept the following as our response to the site team’s recommendations and suggestions. Because our original QEP document was complex in terms of its format and use of graphics, for clarity we have chosen to provide an addendum to the original plan as well as a revised QEP document.

Response to Recommendation 3

We accept the recommendation and have narrowed the scope of the QEP to include only Actions that “more directly address student learning” (quotation from site team recommendation on p. 73 of its report). There were 28 Actions in the original QEP; the revised QEP includes the 12 Actions listed below. Actions related to administrative structures, program processes, international partnerships and recruiting, student development and the student learning environment, communications and events, library collection development, and other areas have been removed from the QEP. They will be pursued through inclusion in the university strategic plan, which is currently being updated.

The QEP Actions below impact student learning and/or are means of assessing impact on student learning.

Curricular Actions

1. Institutionalize Cultures and Languages Across the Curriculum (CLAC).
2. Support targeted programs to serve as models for global learning.
3. Create 4th-hour instruction for difficult to acquire languages.
4. Expand and Institutionalize Global Connections Certificate (GCC) program.

Training & Development Actions

1. Provide single- and multi-session workshops to aid faculty & staff with the addition or expansion of global content in courses.
2. Provide multiple single-session technology workshops to aid faculty & staff in using global-friendly technologies in curriculum development and communications with global partners.
3. Provide an opportunity for faculty and staff to travel abroad –either as part of a short-term study abroad program or to partner institutions—to increase knowledge and understanding of education abroad.
4. Create “Global Opportunities” clusters for faculty and staff.

Assessment Related to Student Learning Outcomes

1. Create a Global Learning Opportunity (GLO) designation for courses.
2. Annually assess products of student learning from GLO courses.
3. Administer annual global learning essays and surveys of incoming and graduating students.
4. Program assessment: tracking of multiple & varied global learning opportunities.

Each QEP Action is related to student learning outcomes that will be assessed through our Assessment Plan, the details of which are presented in the response to Recommendation 5.

Response to Recommendation 4

We accept the recommendation. We have revised the QEP budget to reflect the narrowed scope and to provide detail on the “funds available” and the “breadth of expected actions or activities tied to each investment” (quotation from site team recommendation on p. 73 of its report).

The reduced scope has cut the QEP budget almost exactly in half. The budget as submitted in our original QEP totaled \$3,406,800. The total revised QEP budget (see budget pages below) is \$1,706,100.

At the same time, we have made an additional commitment of almost \$110,000 annually to the Actions remaining within the scope of the QEP. We have done this in response to the site team’s comments and based on our own reflections about whether we had provided adequate faculty development support funds to maximize the impact of the QEP. The total revised QEP budget thus spends a five-year total of \$548,600 more on the Actions remaining within the QEP than what was originally committed to carry out those Actions. For example, the original amount committed for single- and multi-session workshops on infusing global learning into courses was \$172,250. Increases to faculty stipends and to the competitive grant fund have increased that total amount to \$332,850.

In short, we now have fewer Actions in the QEP, but the remaining Actions are better funded. The budget presents full details of expenditures.

Response to Recommendation 5

We accept the recommendation. We have provided “an explicit and detailed action plan” (quotation from site team recommendation on p. 74 of its report) for assessment of the QEP. The assessment plan covers only those Actions retained in the QEP after the revisions made in response to Recommendation 3.

Response to “Analysis and Comments for Strengthening the QEP”

The site team took the time on pp. 74-76 of its report to offer us advice on QEP implementation. We have reviewed these suggestions carefully and appreciate the guidance provided. We have already taken steps to accelerate the identification and “tagging” of courses that offer Global Learning Opportunities (GLOs) and the development of rubrics, which will allow us to conduct significant assessment of GLO courses at the end of the first year of the QEP. We will act on or be mindful of the other suggestions as the QEP unfolds.

Revised QEP Budget

Aug-13

CURRICULAR ACTIONS						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Institutionalize Cultures & Languages Across the Curriculum (CLAC)						
a) Establish CLAC Coordinator i. .25 reassigned time for CLAC Coordinator--buyout costs	\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 33,750
b) Faculty training stipends i. 15 per year X \$250	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 18,750
c) Stipends for native speakers as teaching partners in classes i. 3 per year X \$6000		\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 72,000
d) Assess QEP student learning outcomes i. Stipends for faculty for assessment of student artifacts from CLAC courses (8 faculty per year at \$300)	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 12,000
Total	\$ 12,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 136,500
2. Support Targeted Programs to Serve as Models of Global Learning						
a) Competitive fund for targeted enhancements to programs	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
b) Stipends for workshops i. 4 presenters at \$ 500 ii. 30 participants at \$250	\$ 2,000 \$ 7,500	\$ 2,000 \$ 7,500	\$ 2,000 \$ 7,500	\$ 2,000 \$ 7,500	\$ 2,000 \$ 7,500	\$ 10,000 \$ 37,500
Total	\$ 59,500	\$ 59,500	\$ 59,500	\$ 59,500	\$ 59,500	\$ 297,500
3. Create 4th Hour instruction for Difficult to Acquire Languages						
a) Establish ITP Coordinator i. .25 reassigned time for ITP director--buyout costs	\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 33,750
b) Recruit international teaching partners (ITPs) i. 3 per year at \$10,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 150,000
c) Professional development support for ITPs i. 3 per year at \$300 per	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900	\$ 4,500
d) Hire student assistants for ITPs i. 3 per year at \$9 per hour for 15 hours each for 30 weeks	\$ 12,150	\$ 12,150	\$ 12,150	\$ 12,150	\$ 12,150	\$ 60,750
e) Assess QEP student learning outcomes i. Stipends for faculty for assessment of student artifacts from ITP courses (8 faculty per year at \$300)	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 12,000
Total	\$ 52,200	\$ 52,200	\$ 52,200	\$ 52,200	\$ 52,200	\$ 261,000
4. Expand & Institutionalize Global Connections Certificate						
a) Establish Connections Coordinator i. .25 reassigned time for coordinator --buyout costs	\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 6,750	\$ 33,750
b) Publicity & materials	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,500
c) Graduate assistant	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 45,000
d) Assess QEP student learning outcomes i. Stipends for faculty for assessment of student artifacts from GCC courses (8 faculty per year at \$450)	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 12,000
Total	\$ 18,650	\$ 18,650	\$ 18,650	\$ 18,650	\$ 18,650	\$ 93,250
Total for Curricular Actions						
	\$ 143,250	\$ 161,250	\$ 161,250	\$ 161,250	\$ 161,250	\$ 788,250

Revised QEP Budget

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TRAINING & DEVELOPMENT ACTIONS

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Provide workshops on techniques for infusion of global content						
a) Annual multi-session workshop						
i. Stipends for participants, 45 at \$400 each	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 90,000
ii. Stipend and travel for facilitator(s)	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 40,000
iii. Refreshments	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 8,000
iv. Materials and publicity	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 4,000
b) Single-session workshops						
i. Stipend for local facilitators, up to 15 at up \$400 each	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 30,000
ii. Refreshments	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 500
iii. Materials and publicity	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 750
c) Competitive funding for professional development and course materials for redesigned courses	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 150,000
d) Assess QEP student learning outcomes						
i. Stipends for faculty for assessment of student artifacts from redesigned courses (8 faculty per year at \$450)		\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 9,600
Total	\$ 64,650	\$ 67,050	\$ 67,050	\$ 67,050	\$ 67,050	\$ 332,850
2. Provide workshops on global friendly technologies						
a) Webcam technologies for training room and faculty participating in tech workshops						
i. Training facilities (10 @ \$75 per unit)	\$ 750					\$ 750
ii. Faculty (50/year @ \$75 per unit)	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 18,750
Total	\$ 4,500	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 19,500
3. Education Abroad Training for Faculty & Staff						
a) Veteran/novice teams						
i. Travel funding rewards for veterans \$500 each X 10 veterans annually		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
ii. Travel costs		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
iii. On campus training workshops/materials/refreshments	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,500
b) Build relationships with partner institutions.						
i. Stipends for participants and travel costs will be paid from existing OIED budget. No additional cost.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 500	\$ 55,500	\$ 55,500	\$ 55,500	\$ 55,500	\$ 222,500
4. Create & Expand Faculty/Staff "Global Opportunities" Clusters						
a) General support for clusters at up to \$1000 per cluster	\$ 8,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 64,000
b) Competitive funding to support Global Enhancement Projects (GEPs) arising from clusters	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000
c) Competitive Travel funds to promote cluster connections to international partners	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
Total	\$ 53,000	\$ 59,000	\$ 59,000	\$ 59,000	\$ 59,000	\$ 289,000
Total for Training & Development Actions	\$ 122,650	\$ 185,300	\$ 185,300	\$ 185,300	\$ 185,300	\$ 863,850

Revised QEP Budget

Aug-13

ASSESSMENT ACTIONS

Note: These Actions relate to overarching student learning outcome assessments and to assessment of student learning artifacts from Global Learning Opportunity (GLO) courses. Funding for assessment for several other Actions are embedded in the Curricular and Training & Development budgets above.

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Create and Implement GLO Designation for Courses						
a) Will be accomplished through efforts of current faculty and staff under the leadership of the QEP Director and Steering Council. No additional cost.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Annual Evaluation of Products of Learning for GLO Courses						
a) Assess QEP student learning outcomes linked to GLO courses. i. Stipends for faculty for assessment of student artifacts linked to GLO courses (16 faculty per year at \$450)	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 36,000
Total	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 36,000
3. Administer annual global learning surveys of incoming and graduating students						
a) Will be accomplished through efforts of current faculty and staff under the leadership of the QEP Director and Steering Council. No additional cost.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Administer and Evaluate Annual Global Learning Essay and Global Learning Survey						
a) Essays and surveys will be administered by existing faculty and staff. No additional cost.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
b) Assess global learning essays i. Stipends for faculty for assessment of global learning essays (8 faculty per year at \$450).	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 18,000
Total	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 18,000
5. Program Assessment: Tracking of Multiple & Varied Global Learning Opportunities						
a) Tracking will be accomplished with current faculty and staff. No additional cost.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total for Assessment Actions	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800	\$ 54,000
TOTAL QEP BUDGET						
	\$ 276,700	\$ 357,350	\$ 357,350	\$ 357,350	\$ 357,350	\$ 1,706,100

CURRICULAR ACTIONS

Institutionalize Cultures & Languages Across the Curriculum (CLAC)

Program Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Establish a part-time administrative position for coordinator of CLAC	Direct Observation	Recruit a coordinator for CLAC from current faculty	QEP Director	The duties of the coordinator will be clearly described and a coordinator will be appointed by the end of Fall 2013	QEP Steering Council
Consistently offer CLAC classed	Simple Counting	Program coordinator will count CLAC courses	CLAC coordinator	At least 5 CLAC classes offered per semester (10 per year)	QEP Steering Council & QEP Director
Expand the range of CLAC classes offered	Simple Counting	Program coordinator will count CLAC courses	CLAC coordinator	At least one CLAC class per year offered in each college/school	QEP Steering Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
All CLAC classes will identify at least one QEP SLO. The assessment will focus on the SLOs chosen	Use of QEP SLO rubric to evaluate course-embedded material	Faculty within the appropriate disciplines will review course-embedded material with regard to the chosen SLO	CLAC coordinator	70% of students score of 2.5 or higher on the appropriate SLO rubric.	QEP Steering Council & QEP Director

Support Targeted Programs to Serve as Models of Global Learning

Program Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Consolidation &/or expansion of targeted model programs	Direct observation	At the end of each academic year, the directors/coordinators of each model program will report on the consolidation &/or expansion of the program.	Director/ coordinator of model program	Success consolidation &/or expansion of 4 of the 5 model programs by the end of the QEP	QEP Steering Council & QEP Director
Disseminate information about the activities and accomplishments of the targeted model programs	Direct observation (& simple counting)	The model program directors will report on presentations at the annual Global Symposium related to their specific programs.	Model Program directors	Each model programs will have at least 1 presentation related to its activities at every Global Symposium	QEP Steering Council & QEP Director
Train others to adopt aspects of targeted model programs	Direct observation (& simple counting)	In its annual report, the Hubbard Center will identify how many of its workshops/programs focused on the activities of the model programs	Hubbard Center	By the end of the QEP each model program will serve as the basis for at least one Hubbard Center workshop	QEP Steering Council & QEP Director
Disseminate information that encourages other programs to emulate the model programs	Direct observation (& simple counting)	The model program directors will encourage faculty, staff, & students who participate in targeted model programs to share experiences in the “Global Perspectives” on line journal/blog. At the end of an academic year, the directors/coordinators will report the number of journal/blog postings and responses	Model Program directors	Each year there will be at least three participants in each of the model programs post a journal/blog entry.	QEP Steering Council & QEP Director

Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Student learning outcomes unique to each model program will relate to one or more of the QEP's SLOs.	Course-embedded assessment artifacts.	Each model program director will collect course-embedded material addressing their model program's specific student learning outcomes.	Model program directors	70% of students score of 2.5 or higher on the appropriate SLO rubric.	QEP Steering Council & QEP Director
Create 4th Hour instruction for Difficult to Acquire Languages					
Program Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Establish coordinator and duties	Direct observation	The QEP Director will oversee the recruitment of the coordinator and the development of the coordinator's duties	QEP Director	The duties of the coordinator will be clearly described and a coordinator will be appointed by the end of Fall 2013	QEP Steering Council
Offer conversation-hour sessions for relevant courses, 1010-1050, in Arabic, Chinese, German, Japanese, and Russian	Simple count	The coordinator of the program will report every semester on the number & scope of 1-hour conversation classes offered for difficult to acquire languages	Coordinator	Each semester at least 1 one-hour course will be offered for Arabic, Chinese, German, Japanese, & Russian	QEP Steering Council & QEP Director
Utilize teachers for co-curricular activities and CLAC support	Direct observation, simple count	The coordinator of the program will report on co-curricular activities & CLAC support	Coordinator	Each semester, every 1-hour conversation teacher will engage in at least 2 co-curricular &/or CLAC activities	QEP Steering Council & QEP Director
Improved retention rate of students between introductory and intermediate courses in the targeted languages	Simple count	The coordinator of the program will report every semester on the number of students who proceed from intro to intermediate courses in difficult to acquire languages	Coordinator	A 5% per year increase in the number of students who continue from intro to intermediate (using 2013 as a baseline).	QEP Steering Council & QEP Director

Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
SLOs associated with Goal One: to develop globally competent knowledge	Student course-embedded artifacts	The coordinator will collect samples of student work. These will be submitted to a review team who will evaluate them for evidence of global knowledge using a rubric.	The coordinator will collect the artifacts. Faculty selected by the IEC will review them.	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council & QEP Director
SLOs associated with Goal Two: to cultivate intercultural competencies	Student course-embedded artifacts	The coordinator will collect samples of student work. These will be submitted to a review team who will evaluate them for evidence of global knowledge using a rubric (see sample)	The coordinator will collect the artifacts. Faculty selected by the IEC will review them.	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council & QEP Director
SLOs associated with Goal Three: to foster globally competent citizenship	Student course-embedded artifacts	The coordinator will collect samples of student work. These will be submitted to a review team who will evaluate them for evidence of global knowledge using a rubric (see sample)	The coordinator will collect the artifacts. Faculty selected by the IEC will review them.	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council & QEP Director
Expand & Institutionalize Global Connections Certificate					
Program Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Appoint a “Global Connections Certificate” coordinator	Direct observation	The QEP director will oversee the process writing the job description & selecting the Global Connections certificate coordinator	QEP Director	The duties of the coordinator will be clearly described and a coordinator will be appointed by the end of Fall 2013	QEP Steering Council
Publicize “Global Connections Certificate”	Simple count	The coordinator will highlight certificate classes offered via the Global Perspectives online journal/blog. The coordinator will visit First Year Seminar classes; the coordinator will	Global Connections Certificate coordinator	Have at least one Global Connections certificate student from each college/school by the end of the QEP	QEP Steering Council & QEP Director

		request short-term study abroad faculty & staff to include the possibility of the certificate in promotion and class material.			
Incorporate “Global Connections Certificate” into advising	Simple count	The coordinator will work with general advising to familiarize staff with requirements & address questions about the certificate. The coordinator will also visit departments and discuss the certificate program; provide information on how department majors’ can also earn certificate.	Global Connections Certificate coordinator	Meet with general advising and all departments by the end of the QEP	QEP Steering Council & QEP Director
Develop a process for “declaring” intention to get certificate	Direct observation	The coordinator will work the Registrar’s Office to develop a “certificate declaration” form	Global Connections Certificate coordinator	Creation and use of certificate declaration form	QEP Steering Council & QEP Director
Increase number of students getting certificate	Simple count	The coordinator will annually report on the number of students who graduate with the Global Connections certificate	Global Connections Certificate coordinator	Achieve a minimum of 15% growth in student participation (using Fall 2012/Spring 2013 as baseline) by the end of the QEP.	QEP Steering Council & QEP Director
Improve quality of “Global Connections Certificate” program	Exit surveys	The coordinator will develop and administer an exit survey of graduating students about the quality of the “Global Connections” certificate	Global Connections Certificate coordinator	A majority of students (50% +1) will express satisfaction with the structure and implementation of the Global Connections certificate program	QEP Steering Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
SLOs associated with Goal One: to develop globally competent	Course-embedded artifacts from	Faculty will submit samples of student work that was produced as part of the Global	The Global Connections coordinator	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council & QEP Director

knowledge	certificate	Connections certificate for annual assessment			
SLOs associated with Goal Two: to cultivate intercultural competencies	Student course-embedded artifacts	Faculty will submit samples of student work that was produced as part of the Global Connections certificate for annual assessment	The Global Connections coordinator	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council & QEP Director
SLOs associated with Goal Three: to foster globally competent citizenship	Student course-embedded artifacts	Faculty will collect samples of student work that was produced as part of the Global Connections certificate for annual assessment	The Global Connections coordinator	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council & QEP Director

TRAINING & DEVELOPMENT ACTIONS

Provide Workshops on Techniques for Infusion of Global Content

Program Actions	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Develop workshops and other learning opportunities on a variety of topics linked to global learning	Simple count	The DFAD will report annually on the number & subject of workshops offered with global learning theme.	Director of Faculty & Academic Development (DFAD)	-Offer 1 multi-session workshop on global learning and teaching annually. -Offer 4 single-session workshops on global learning and teaching annually.	QEP Steering Council & QEP Director
Creation of new courses or redesigned courses with global learning content	Simple count	The DFAD will report annually on the number of participants in workshops who subsequently get a GLO designation for modified course.	Director of Faculty & Academic Development (DFAD)	All of the participants who receive incentives will teach GLO courses; 20% of the single-session participants will get a GLO designation for modified course	QEP Steering Council & QEP Director

Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Student learning outcomes unique to each revised class will relate to one or more of the QEP's SLOs.	Course-embedded assessment artifacts	The QEP director will oversee collection of course-embedded artifacts from revised classes.	QEP director	70% of students score of 2.5 or higher on the appropriate SLO rubric.	QEP Steering Council
Provide workshops on global friendly technologies					
Program Actions	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Faculty will learn and demonstrate techniques, using modern technology tools, to facilitate global learning in their courses and collaborations.	Simple count	The DFAD will report annually on the number & subject of workshops offered about global-friendly technologies		Offer 3-6 workshops per year on technologies adaptable to global learning and teaching.	QEP Steering Council & QEP Director
Incorporation of communications and collaboration tools into activities developed for redesigned courses.	Simple count	The DFAD will report annually on the number of participants in these workshops who subsequently get a GLO designation for modified course.		10% of the single-session participants will get a GLO designation for modified course	QEP Steering Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
There are no specific QEP SLOs associated with this action item. Classes that are modified as a result of the workshop & gain a GLO designation will be assessed as part of the GLO assessment process.					

Education Abroad Training for Faculty & Staff					
Program Actions	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Create mentor program for faculty who wish to develop short-term study abroad courses	Simple count	The OIED will identify experienced short-term study abroad faculty who are willing to serve as mentors & partner them with novice faculty who wish to develop new short-term, faculty-led study abroad courses.	OIED	In 2013/2014 - 5 experienced program leaders serve as mentors; In 2014/2015 – 5 experienced program leaders serve as mentors; In 2015/2016 – 8 experienced program leaders serve as mentors In 2016/2017–10 experienced program leaders serve as mentors In 2017/2018–10 experienced program leaders serve as mentors	QEP Steering Council & QEP Director
Greater familiarity with partner institutions	Simple count; direct observation	Each year between 10-15 faculty/staff selected by the OIED will travel to partner institutions to learn about the country & the partner institution	OIED	-For staff after travel: increased internationalized/globalized unit operations For faculty after travel: development of course collaboration, research collaboration, program-level student exchange or short-term study abroad activities	QEP Steering Council & QEP Director

Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Student learning outcomes unique to each class developed as a result of the education abroad will relate to one or more of the QEP's SLOs.	Course-embedded assessment artifacts	The QEP director will collect course-embedded, artifacts from newly developed/revised classes.	QEP director	70% of students score of 2.5 or higher on the appropriate SLO rubric	QEP Steering Council
Create & Expand Faculty/Staff "Global Opportunities" Clusters					
Program Outcome	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Create various "Global Opportunities" clusters for faculty/staff	Direct Observation	The QEP Director will report on the number & functioning of clusters developed	QEP Director	Establish thematic clusters at the start of QEP (Fall 2013) & identify faculty who can initially lead each cluster.	QEP Steering Council
Participation in clusters by a variety of faculty/staff	Direct observation (simple counting)	The QEP Director will report on the composition of the various clusters	QEP Director	Have participants from each college/school in at least one cluster by second year	QEP Steering Council
Linking faculty/staff to partner institutions via clusters	Direct observation (simple counting)	The QEP Director will report on the activities of the various clusters	QEP Director	Have at least 2 faculty from each cluster travel to partner institutions &/or have partner institution faculty travel to Appalachian State University to exchange ideas & develop options by end of second year.	QEP Steering Council
Modification of courses (adoption of GLO designation)	Direct observation (simple counting)	The QEP Director will report on the actions of cluster participants with regard to curricular modifications	QEP Director	Have at least one course modified or one global learning opportunity implemented for each cluster by the end of the third year.	QEP Steering Council

Develop innovative ideas for global learning opportunities	Direct observation	The QEP Director will report on the innovations explored by cluster participants with regard to curricular activities	QEP Director	Develop a database of ideas and connections drawn from all clusters by the end of the QEP	QEP Steering Council
Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
There are no specific QEP SLOs associated with this action item. Classes that are modified & gain a GLO designation will be assessed as part of the GLO assessment process for courses.					
ASSESSMENT ACTIONS					
Create and Implement GLO Designation for Courses					
Program Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Publicize GLO designation and criteria	Direct observation	The QEP Director will develop material about GLO criteria (adoption of at least one QEP SLO) and widely disseminates it.	QEP Director	Every department/academic unit will know criteria for GLO by end of 2013/2014 year	QEP Steering Council
Development of GLO designation by Registrar	Direct observation	Courses that adopt at least one QEP SLO are marked with a GLO designation	Registrar's office	GLO shows up on registration materials	QEP Steering Council
Creation of a process for requesting/granting GLO designation	Direct observation	Process created and put into practice by AP&P	QEP Director AP&P	Establishment of standardize procedure by end of academic year 2013/2014	QEP Steering Council
Use of GLO designation in registration materials	Direct observation	The QEP Director annually will review the number of GLO classes identified & successfully tagged in Registrar's materials	QEP Director	Annual increase in the number of new classes with GLO designation	QEP Steering Council
Establish a procedure for maintaining and updating GLO designations	Direct observation	Review university documents to see that the procedures have been added	QEP Director	Procedure in place and are being used widely by units across campus	QEP Steering Council

Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
All GLO designated classes will have at least one QEP SLO. The assessment will focus on the SLOs chosen	Use of QEP SLO rubric to evaluate course-embedded material	Faculty within the appropriate disciplines will review course-embedded material with regard to the chosen SLO	QEP Director	70% of students score of 2.5 or higher on the appropriate SLO rubric.	QEP Steering Council
Annual Evaluation of Products of Learning for GLO Courses					
Program Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Sufficient number of trained faculty will be contracted to review products	Direct observation & simple count	QEP Director will select faculty	QEP Director	Random sample of all GLO classes can be evaluated annually.	QEP Steering Council
Student Learning Outcomes	Methods	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
All GLO designated classes will have at least one QEP SLO. The assessment will focus on the SLOs chosen	Use of QEP SLO rubric to evaluate course-embedded material	Faculty within the appropriate disciplines will review course-embedded material with regard to the chosen SLO	QEP Director	70% of students score of 2.5 or higher on the appropriate SLO rubric.	QEP Steering Council
Administer and Evaluate Annual Global Learning Essay and Global Learning Survey					
Student Learning Outcome	Method	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
SLOs associated with Goal One: to develop globally competent knowledge	Annual evaluation of global learning essay.	The QEP Director will work with Admissions and academic departments to collect essays on global learning written by incoming	QEP Director, academic departments & Admissions	Average score on rubric will be statistically significantly better for graduating seniors compared to incoming students	QEP Steering Council

		students & graduating seniors. QEP Director will oversee evaluations by faculty using rubric (see sample rubric)			
SLOs associated with Goal Two: to cultivate intercultural competencies	Pre-test and post-test of students	The QEP Director will work with the Office of Institutional Research to conduct & report the results of annual testing of incoming students & graduating seniors using AAC&U-based survey of global learning (see survey)	QEP Director & Office of Institutional Research	Average score on survey will be statistically significantly better for graduating seniors compared to incoming students	QEP Steering Council
SLOs associated with Goal Three: to foster globally competent citizenship	Pre-test and post-test of students	The QEP Director will work with the Office of Institutional Research to conduct & report the results of incoming students & graduating seniors using AAC&U-based survey of global learning (see survey)	QEP Director & Office of Institutional Research	Average score on survey will be statistically significantly better for graduating seniors compared to incoming students	QEP Steering Council
Program Assessment: Tracking of Multiple & Varied Global Learning Opportunities					
Program Outcome	Method	Implementation/Collection	Responsible Agent	Performance Criteria	Recipient(s) of Results
Increase number of global learning outcomes available for students	Simple count	The QEP director will report annually on the number of courses with GLO designations as well as the number of short-term faculty-led study abroad programs and long-term faculty-led study abroad programs.	QEP Director	The number of offerings will increase by 5% every year of the QEP (using 2013-2014 as a baseline)	QEP Steering Council

<p>Increase the diversity of global learning outcomes available for students</p>	<p>Simple count</p>	<p>The QEP director will report annually on (1) the range of global learning opportunities (courses, internships, student research) & (2) the colleges & schools within the university that have courses with GLO designations as well as the short-term faculty-led study abroad programs & long-term faculty-led study abroad programs</p>	<p>QEP Director</p>	<p>- The number of “varied” offerings will increase by 5% every year of the QEP (using 2013-2014 as a baseline)</p> <p>- By the end of the QEP, each college/school at Appalachian State University will have global learning opportunities for its students</p>	<p>QEP Steering Council</p>
<p>Students engage in multiple & varied global learning opportunities</p>	<p>Simple count; transcript assessment</p>	<p>The Office of Institutional Research will conduct a review of students’ academic transcripts, evaluating it for quantity & diversity</p>	<p>Office of Institutional Research</p>	<p>Annual 5% increase in the number of GLO classes taken by students Annual 5% increase in the number of students with GLO classes</p>	<p>QEP Steering Council & QEP Director</p>