

Global learning: A world of opportunities for Appalachian students



*A Quality Enhancement Plan presented to the Southern
Association of Colleges and Schools Commission
on Colleges in partial fulfillment of requirements for
reaffirmation of institutional accreditation*

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Appalachian
STATE UNIVERSITY

*The Quality Enhancement Plan logo, on the cover,
was designed by Appalachian State University student
Shelby Forsyth, advertising major, Class of 2014.*

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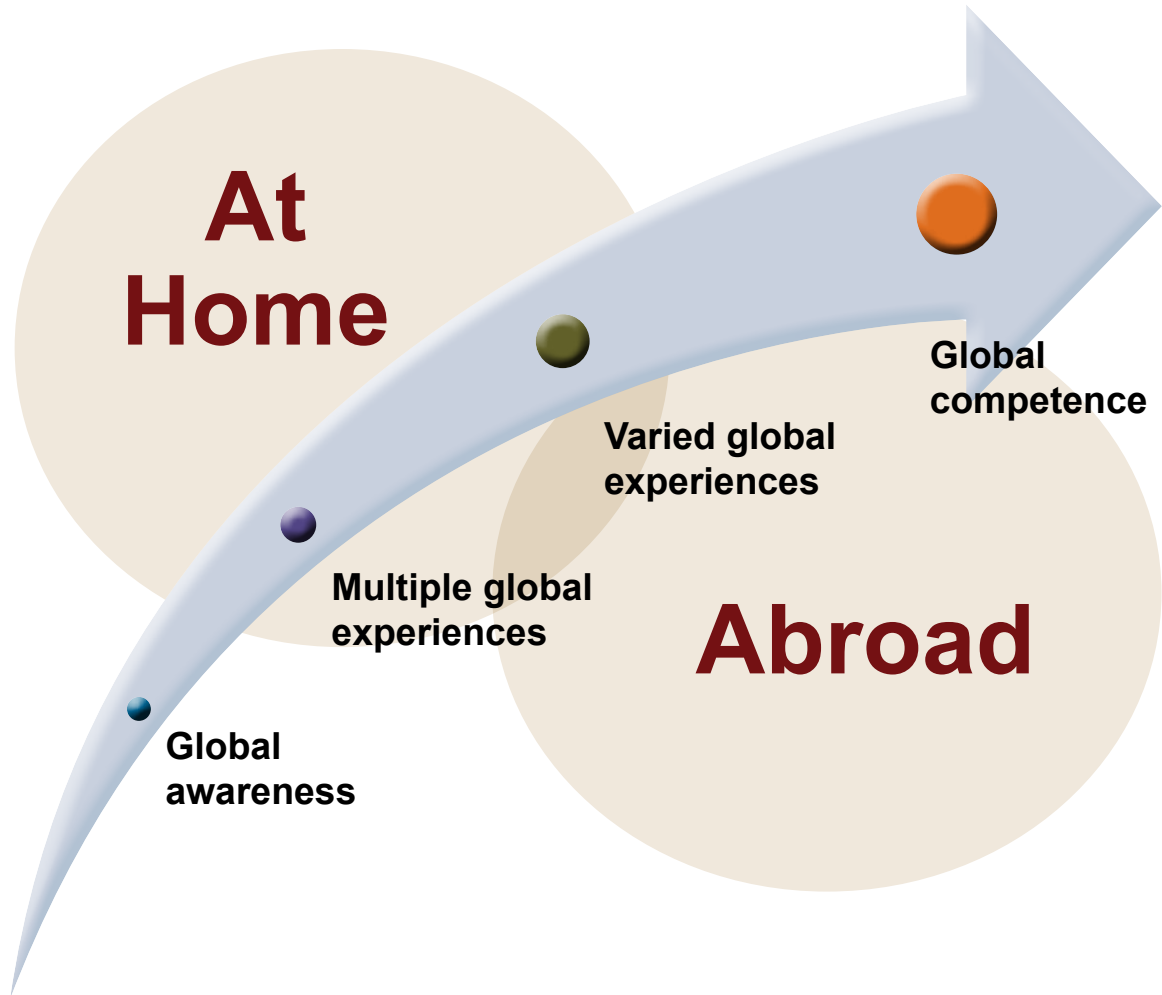
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Students gain global awareness and develop global competency

Figure 1:
Vision of global learning at Appalachian State University

Executive summary

Global Learning: A World of Opportunities for Appalachian Students

The focus of Appalachian State University's QEP is global learning. Students will engage in diverse experiences at home and abroad to increase their knowledge of global issues, regions, and cultures; improve their intercultural skills, and develop attitudes that cultivate global citizenship.

Appalachian State, located in the small city of Boone, high in the Blue Ridge Mountains of western North Carolina, is a growing, increasingly selective Master's Comprehensive institution with an enrollment of 17,589. It is a member of the University of North Carolina system. The university has long aimed to promote diversity in culture and curricula, to attract a more diverse student body, and to encourage students to broaden their knowledge of the world through travel and study. Enhanced internationalization will better serve our students and our communities.

Our QEP rests upon a broad, solid conceptual foundation. It synthesizes best practices in higher education generally—such as high-impact educational practices championed by the American Association of Colleges & Universities (AAC&U)—with practices more particular to international education. Deeply influenced by the concept of Comprehensive Internationalization, as put forward in the work on John K. Hudzik and others, we have embraced the central message that global learning can happen anywhere and must happen on domestic campuses as well as abroad. The vast majority of students—at Appalachian or elsewhere—will never study abroad, nor will they major in areas with close and obvious connections to global learning (such as Global Studies or Foreign Languages, Literatures, and Cultures). Yet everyone from presidents to parents urges higher education to prepare graduates for a global economic and cultural marketplace. We propose to move our students—primarily focusing on undergraduates, but with impacts on graduate education as well—along a path toward greater global competence by offering them a wide range of learning opportunities at home as well as abroad. Our QEP accordingly offers something for virtually every unit and person on campus; it is a rich menu of opportunities to enhance student learning and to improve our learning environment.

Developed through a three-year process of institutional assessment, creative conversation, and iterative planning, our QEP fulfills SACSCOC Core Requirement 2.12 and Comprehensive Standard 3.3.2. We have focused on student learning outcomes and improvements to the student learning environment consonant with our institutional mission. We have involved key stakeholders in both the development and implementation of our QEP, and we have concentrated on developing a QEP that we are capable of initiating and completing. Our QEP budget of over \$1,700,000 spread over five years represents a serious institutional commitment to better preparing our students for a complicated, complex world. The faculty and staff in the many units responsible for implementing our QEP are skilled, committed professionals who care deeply about our students.

From the start of the topic selection process to the submission of the QEP in 2013, we have concentrated on developing an effective, assessable QEP rooted in our history and grounded in our collection of evidence. Making global learning a unifying theme of our educational mission will improve our institutional effectiveness and enhance our students' learning. Global learning is an educational imperative of the 21st century.

Topic selection

Global Learning: A World of Opportunities for Appalachian Students



Figure 2:
Key factors leading to the choice of Global Learning

We followed a thorough, multi-year process to select the QEP topic, “Global Learning: A World of Opportunities for Appalachian Students.” We emphasized “broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP” (Comprehensive Standard 3.3.2). We also identified “key issues emerging from institutional assessment” and stressed “accomplishing the mission of the institution” (Core Requirement 2.12). The centrality of student learning outcomes and the learning environment was stressed throughout the process, which extended from Fall 2009 through Spring 2011. Figure 2 presents the major steps.

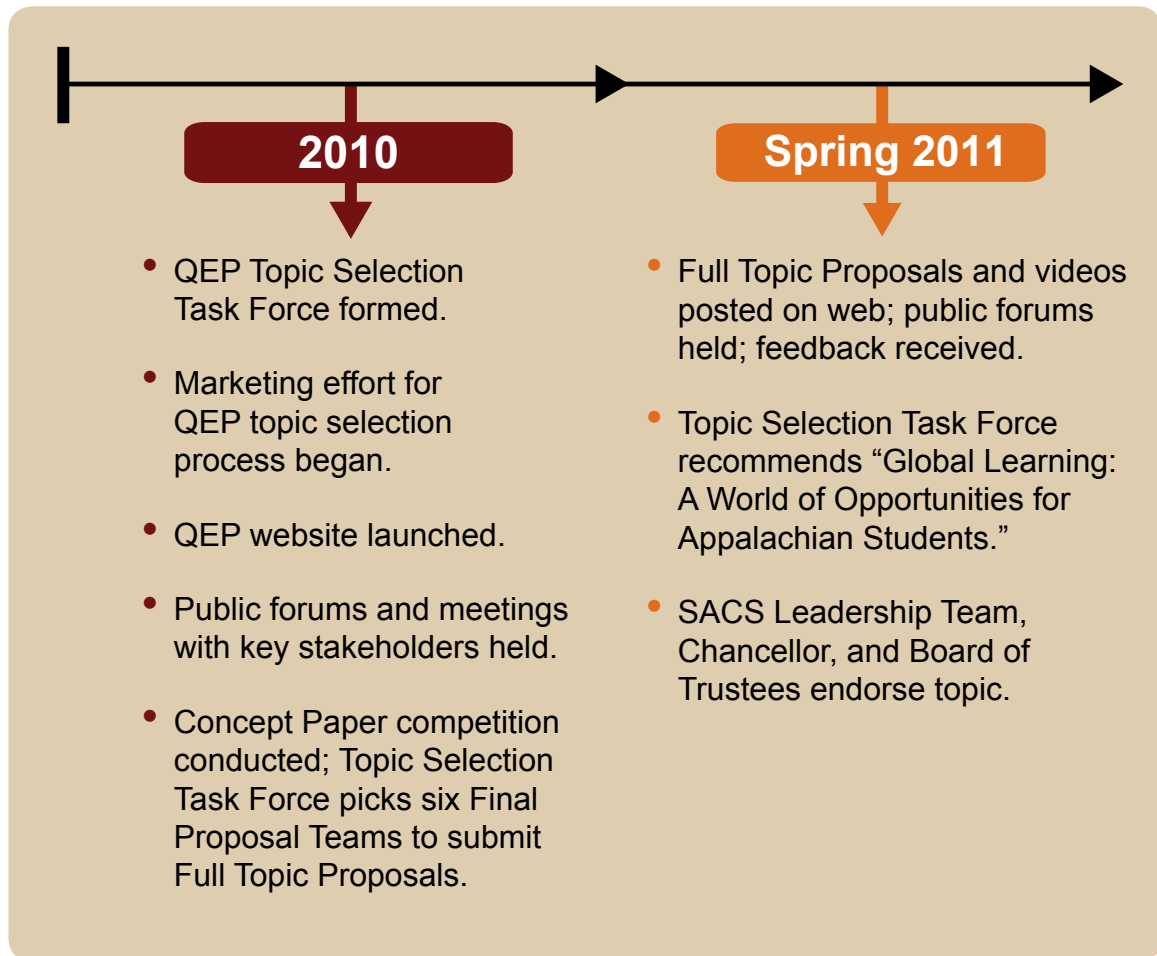


Figure 3: Topic selection time line

The Topic Selection Task Force was a broad-based group (listed in Appendix I). Once the task force was formed in August 2010, it constructed a multi-stage topic selection process. The first stage was a Concept Paper competition, which included several public forums, e-mails, and website postings to inform the campus about the QEP and to solicit proposals. During public forums, the requirements of the QEP were emphasized, particularly the need to focus on student learning, the importance of “fit” with the institutional mission and strategic plan, and the need to base the plan on research. The criteria and guidelines for the Concept Paper stage, which were developed by the task

force, clearly reflected these requirements. Twenty-nine Concept Papers (each of about two pages) were submitted and were posted online for comment. The task force then reviewed the Concept Papers and selected nine winners, which were then grouped (because of similarities between concepts suggested) into six finalist teams.

In the second stage of the topic selection process, the six finalist teams were invited to prepare Full Topic Proposals that followed the guidelines and criteria stipulated by the task force.

The Full Topic Proposals, around twenty pages in length, were well-grounded in Appalachian's mission, strategic plan, and institutional research. The teams presented their drafts in public forums prior to submission of the Full Topic Proposals on February 4, 2011. The proposals were posted on the QEP website, and stakeholders were offered the opportunity to comment.

The task force reviewed the Full Topic Proposals and comments and selected "Global Learning: A World of Opportunity for Appalachian Students" as the recommended topic to be forwarded to the SACS Leadership Team. The authors of "Global Learning" were Dr. Jesse Lutabingwa, Associate Vice Chancellor for International Education and Development; Dr. Renee Scherlen, Professor of Government and Justice Studies; Dr. Garner Dewey, Associate Dean and Associate Professor, College of Fine and Applied Arts; Dr. Cindy Liutkus, Associate Professor of Geology; and Mr. Augusto (Gus) Peña, Interim Director of Multicultural Student Development.

The Leadership Team endorsed the task force recommendation on March 18, 2011, and the Chancellor announced that the QEP topic had been selected. The Appalachian State University Board of Trustees subsequently endorsed the QEP and has been briefed at every stage of the QEP development process.

With the topic selected, the authors of Global Learning met with the task force at its final meeting, in which members provided feedback on the proposal and made many suggestions for subsequent development. This interchange was indicative of the robust dialogue that occurred throughout the topic selection process. The involvement of stakeholders in the topic selection process is documented in the following table.

Topics of the finalist teams

- **Seeking higher ground:
Creating citizen scholars
and integrating knowledge
with changing communities**
- **Into the outdoors at
Appalachian**
- **Creativity and innovation
across the disciplines**
- **Undergraduate research:
Creative adventure in
self-discovery and self-
discipline**
- **Through the lens of
sustainability**
- **Global learning: A world
of opportunities for
Appalachian students**

SACS Expectation	Activity	Students	Faculty	Staff	Community	Administration
<p>Topic selection process with broad-based involvement, based on research and discussion; identifying best practices and available resources; and focused on student learning and learning environment.</p> <p>Seek broad-based support for and foster knowledge of QEP.</p>	Submitted concept papers	✓	✓	✓		✓
	Invited to submit concept papers	✓	✓	✓		✓
	Provided online feedback on concept papers	✓	✓	✓		✓
	Reviewed institutional research and literature as task force members	✓	✓	✓		✓
	Submitted full topic proposals	✓	✓	✓		✓
	Attended public forums	✓	✓	✓	✓	✓
	Heard presentations and accessed online materials	✓	✓	✓	✓	✓
	Cast votes as task force members	✓	✓	✓		✓
	QEP marketing team & activities	✓	✓	✓	✓	✓
	Leadership team direct dialogue through visits to units	✓	✓	✓	✓	✓

Figure 4: Stakeholders' involvement

Drafting the QEP

Global Learning: A World of Opportunities for Appalachian Students

We drafted our QEP in compliance with Core Requirement 2.12 and Comprehensive Standard 3.3.2. Student learning was always central to the campus conversation. In April 2011, the Provost appointed a QEP Leadership Team to organize the effort.

The Leadership Team initially laid out a recursive process that unfolded in several stages. Throughout the process, the Leadership Team was in close contact with the SACS Leadership Team and campus stakeholders. An overview of the proposal development process is presented in the time line on page 9. Among the first steps was the appointment by the Provost of several broad-based QEP teams and a Leadership Council. Some degree of overlapping membership was designed to ensure close communication among the groups. These groups communicated in many ways, but one of the most significant was through the establishment of work groups in our course management system, AsULearn, which allowed us to easily share information among well over 100 people. The memberships of the teams and Leadership Council is presented in Appendix I.

Over a period of about eighteen months, the Leadership Team coordinated several branches of discussion and research that culminated in the QEP submitted to SACS.

QEP Leadership Team

Dr. Tony Carey

Vice Provost for Faculty Affairs,
Professor of History, and
QEP Co-Chair

Dr. Jesse Lutabingwa

Associate Vice Chancellor
for International Education and
Development, Professor of
Government & Justice Studies, and
QEP Co-Chair

Dr. Renee Scherlen

Professor of Government
& Justice Studies,
Faculty Leader of QEP

Ms. Terri Lockwood

Director of Programs in Academic
Affairs

Mr. Gus Peña

Director of Multicultural
Student Development,
Staff Leader of QEP

- Members of the Leadership Team visited 52 units (making multiple presentations to entities like the Faculty Senate, Council of Chairs, Deans' Council, and Provost's Council) to accumulate evidence, ideas, and feedback. See Appendix I for examples of handouts used during these conversations.
- The members of the Leadership Team consistently communicated via email and web to inform campus of progress on the QEP and seek feedback. The team also stocked the website with research materials, including other QEPs, for reference.
- Each of the QEP teams and the Leadership Council held multiple meetings, conducted research, and solicited input to formulate aspects of the QEP – and did much additional planning that did not make it into the final version of the QEP. In the cases of the Marketing, Faculty and Staff Development, and Technology teams, they were involved in producing programs and activities

that not only publicized and enriched the QEP, but also provided direct support for global learning in course and programs.

- A brainstorming session at the first meeting of the Leadership Council on October 25, 2011, was an especially important moment in moving from the original plan submitted during the topic selection process toward a revised, thoroughly vetted QEP. The diversity and expertise reflected in the discussion that day was truly formative.
- The Proposal Development Team established the focus statement and main learning goals early in the process, although the latter were revised many times – “tweaked” would be an accurate word – as planning proceeded. We then developed, largely through small group work on the Proposal Development Team, QEP Actions that we had evidence to indicate would promote our goals. For many months, our working document was called the “QEP Backbone,” which was essentially an evolving and annotated list of possible Actions for the QEP and how they were interrelated. An important working version of it was shared with the Leadership Council on March 6, 2012. An intense flurry of small group work among Proposal Development Team members then yielded a considerably revised and more detailed version of the “Backbone,” which was vetted at a Proposal Development Team meeting on April 16, 2012. Through this evaluative, consultative process, the number of Actions was whittled down from over fifty to close to the number included in the final QEP, and team members produced more than two dozen “write-ups” – as we called them – that followed a template of questions in fleshing out various parts of the QEP. These “write-ups” continued to grow and change over the summer and fall of 2012.
- The translation of the “Backbone” into a full draft plan required several months, during which the Leadership Team, in particular, continued to converse with stakeholders who would need to support proposed Actions. Successive iterations of documents and information were shared with QEP teams and Leadership Council via our AsU Learn work groups and meetings.
- An important step in late fall 2012 was the adoption of revised learning outcomes and assessment plans based upon nationally developed and vetted ideas and instruments from the AAC&U. Although we did not entirely adopt the AAC&U approach and its tools, we decided that basing our outcomes and assessment on an AAC&U model would provide important benchmarking and comparative opportunities (Musil, 2006, 5-15).
- A last major challenge in the development of the plan was reducing years of work and hundreds of pages of material to a clear, concise QEP for submission to SACS. We did this in two stages: a longer version (completed November 29, 2012), which was posted on the web for review by all stakeholders along with the QEP teams and Leadership Council, and a shorter, more graphical version that was submitted to SACS.

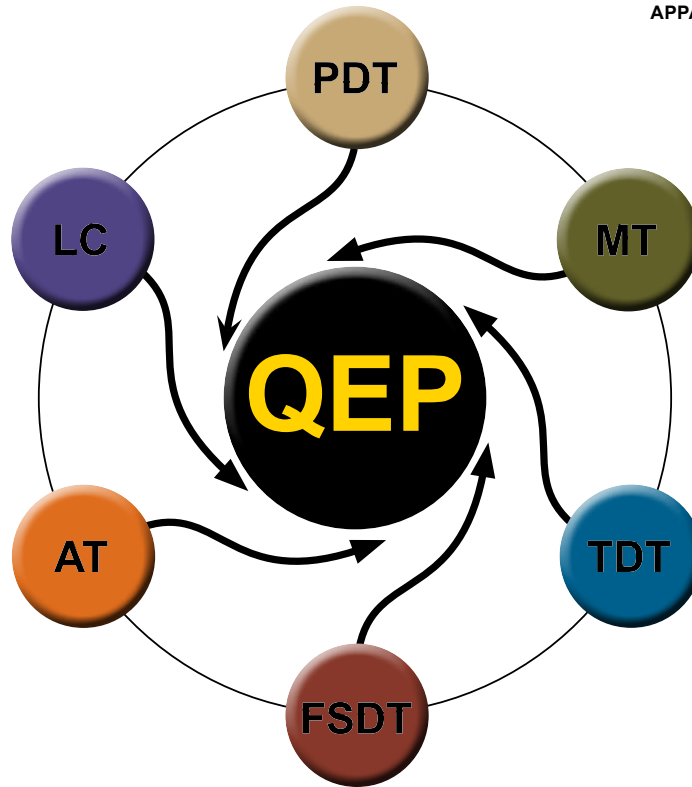


Figure 5: QEP teams and council interactions

Appalachian's commitment to the QEP is evidenced by the participation of a broad base of faculty, staff and students who are actively engaged in and responsible for its development and implementation.

Proposal Development Team (PDT): Led the development of the QEP and presented it to the SACS Leadership Team. 19 (11 voting members and 8 non-voting members) team members represented all colleges and schools, the university library, student development, institutional research, faculty development, resource management and international education and development.

Marketing Team (MT): 7 faculty, staff, and students with special interest and expertise in marketing, are planning and implementing marketing research and activities to promote campus awareness of the QEP.

Technology Development Team (TDT): 12 specialists who recommended technology development programs and technologies to support the QEP. Members include staff and faculty with expertise in varied implementation methodologies across campus.

Faculty and Staff Development Team (FSDT): A team of 10 faculty and staff charged with recommending a faculty and staff development program to support the QEP. Members include faculty from across campus, as well as representatives from Residence Life and the Hubbard Programs for Faculty Excellence.

Assessment Team (AT): A team of 6 faculty and staff charged with recommending an assessment program for the QEP. Its membership includes several of the people most actively involved in assessment and in preparing the Compliance Certification Report.

Leadership Council (LC): 67 faculty (tenure-line and non-tenure-track), staff, and student members who provided critical guidance in the formulation of the QEP, particularly in setting broad conceptual and programmatic directions.

*Full lists of participants are in Appendix I.

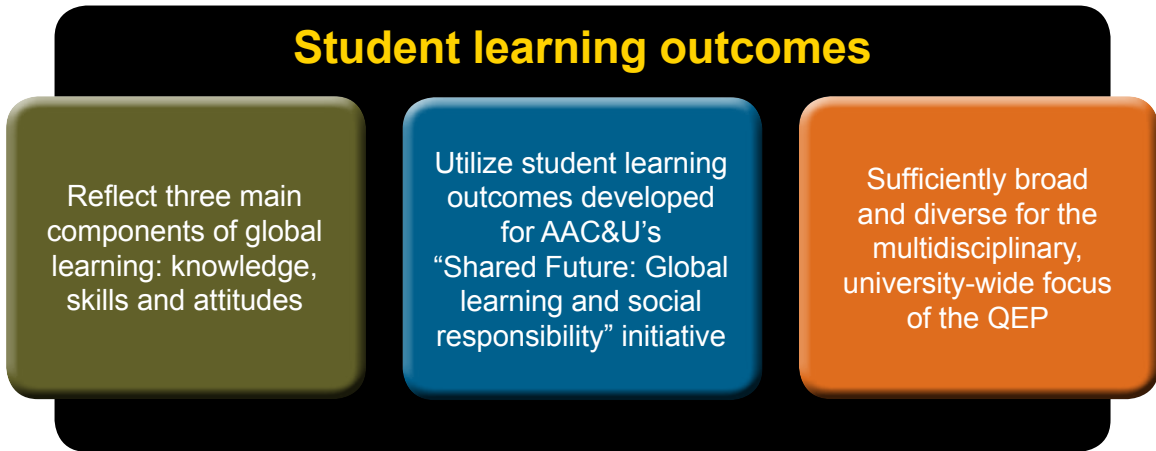


Figure 6: QEP development time line

Why global learning?

Global Learning: A World of Opportunities for Appalachian Students

Student learning outcomes



Focus Statement

The focus of Appalachian's QEP is global learning. Students will engage in diverse experiences at home and abroad to increase their knowledge of global issues, regions, and cultures; improve their intercultural skills, and develop attitudes that cultivate global citizenship.

Student learning goals and outcomes

<p>Goal One: Develop globally competent knowledge</p>	<p>Outcomes: students will be able to</p> <p>explain the historical, political, scientific, cultural, and/or socioeconomic interconnections between the United States and the rest of the world</p>
	<p>describe some of the contested assumptions and intellectual debates across the globe that are relevant to their major</p>
	<p>analyze the dynamics of global transactions as applied to a problem important to their field</p>

<p>Goal Two: Cultivate intercultural competencies</p>	<p>Outcomes: students will be able to</p>
	<p>apply knowledge of other cultures and countries</p>
	<p>analyze a single issue from multiple perspectives</p>

<p>Goal Three: Foster globally competent citizenship</p>	<p>Outcomes: students will be able to</p>
	<p>demonstrate a sense of global interconnections and interdependencies</p>
	<p>identify obligations to people situated both inside and outside their own national borders</p>
	<p>describe a social problem requiring collective remedies that transcend national borders</p>
	<p>identify some of the ethical and moral questions that underlie a given transaction between countries</p>

Our QEP topic, Focus Statement, Student Learning Goals and Outcomes emerged from a multi-year deliberative process. There are several reasons why “Global Learning: A World of Opportunities for Appalachian Students” fits our university at this point in its history.

Appalachian is a growing, increasingly selective Master’s Comprehensive institution with an enrollment of 17,589. Ours is a rural campus located in the mountains of western North Carolina. Approximately 53 percent of our students are native, white North Carolinians of traditional college age. The resident population of the surrounding town and county consists predominantly of white natives as well, too many of whom live around or below the poverty level. The area also, however, hosts thousands of vacationers and owners of second homes, who live here only parts of the year. Eleven percent of university students and seven percent of Watauga County’s residents are of African American, Hispanic, Native American, or multiracial ancestry. The university has long aimed to promote diversity in culture and curricula, to attract a more diverse student body, and to encourage students to broaden their knowledge of the world through travel

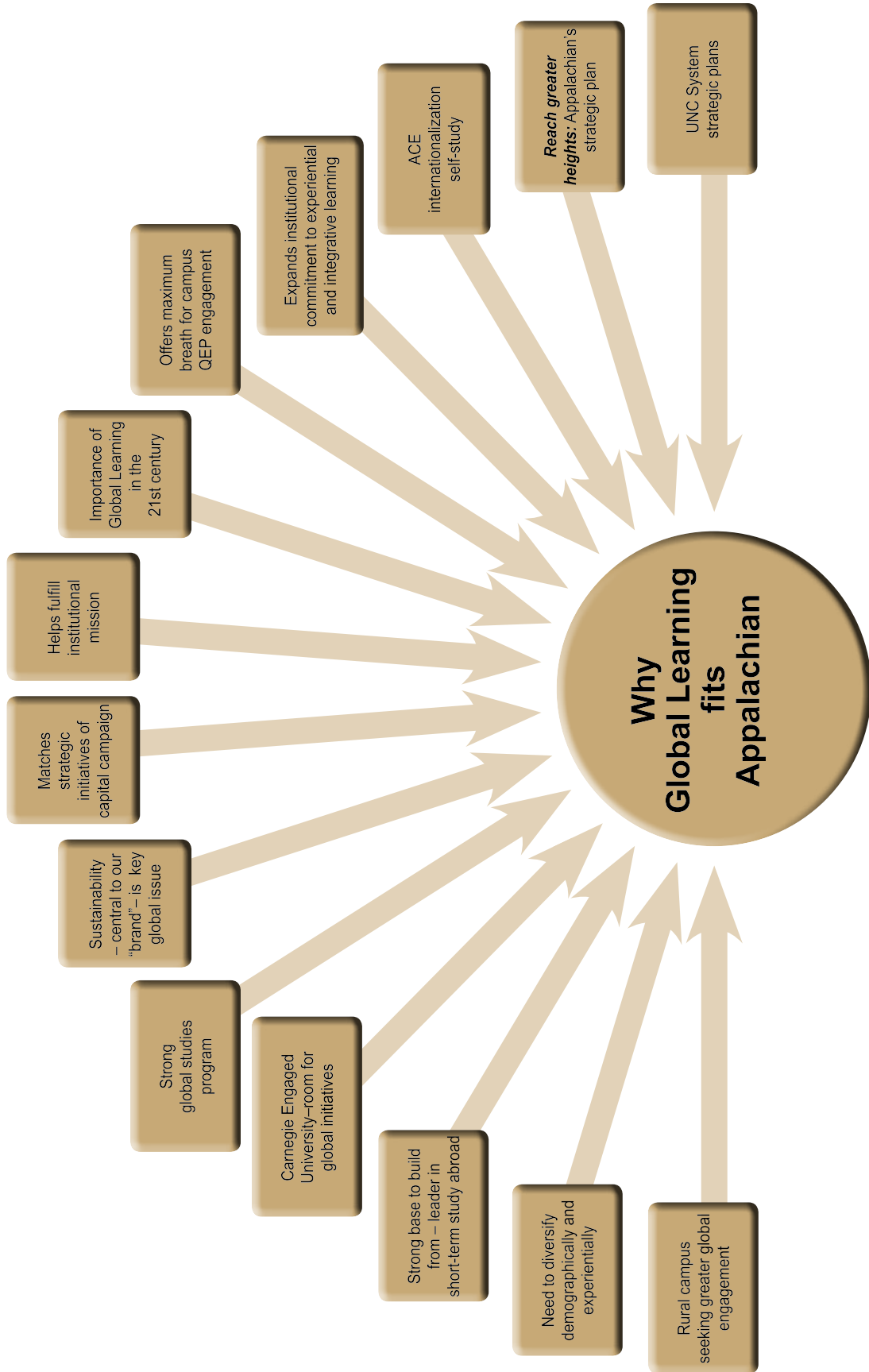


Figure 7: Key factors making global learning a logical choice for Appalachian

and study. Appalachian needs further internationalization to better serve our students and our communities.

Many studies stress the necessity of enhanced global learning in the 21st-century. For example, Braskamp and Engberg declare, "We need to understand and empathize with persons who differ dramatically in terms of national origin, ethnicity, and religious or spiritual orientation as well as in terms of race, gender, and sexual orientation. Thus each of us needs to develop a global perspective" (Braskamp and Engberg, 2011, 34). The American Association of Colleges and Universities (AAC&U) has taken a strong stand on the need to provide better global education for our students. Among the AAC&U's compelling statements are:

"Learning about cultures and social structures dramatically different from one's own is no longer a matter just for specialists. Intercultural learning is already one of the new basics in a contemporary liberal education, because it is essential for work, civil society, and social life" (AAC&U, 2007, 15).

"Global integration is now our shared context. The potential benefits of global interdependence are extraordinary, but so too are the challenges. Wealth, income, and social power are dramatically unequal within and across international boundaries. We are reminded daily of the clash of cultures, histories, and world views. The globe itself is fragile and vulnerable as are our shared civic spaces. These global challenges will be with us for the foreseeable future. Yet today, less than 10 percent of four-year graduates are leaving college globally prepared. The United States is a world power. But it provides most of its students with a parochial education" (Ibid., 21).

Enhancing global learning within a framework of best institutional and pedagogical practices is one of the most important things that we can do to prepare our students and our institution for the future. As an American Council on Education (ACE) report contends, "To those who see the trends, it seems obvious that the evolving global nature of civil society, the world economy, and the major challenges confronting humankind require teaching, service, and research that readily and agilely permeate borders" (ACE, 2011, 20). As faculty, staff, administrators, and students, we need to go from bordered to boundless in our definitions of ourselves and our work. "In the decades ahead, the most successful and influential institutions of all types will operate not alone but in global networks in which faculty, students, research activity, teaching models, and ideas will travel freely" (Ibid., 7).

Appalachian's mission statement supports global learning. It calls for a "rigorous liberal education," which has traditionally been associated with a broad-based awareness of world history and cultures. Our mission statement further declares: "Appalachian recognizes that the success of the university depends upon the achievement and cooperation of a diverse community of students, faculty, and staff and strives to implement policies and allocate resources accordingly. We accept our responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world."

Institutional research on internationalization and institutional commitments propel us toward enhancing global learning. Our 2008-12 strategic plan, which will be updated during 2012-2013, speaks strongly to the need for diversity and internationalization. Priority 1, Initiative 1 states, "Appalachian will attract, retain, and graduate a diverse student body with increasingly distinguished admission profiles." A key indicator for this initiative is achieving an underrepresented and international student enrollment of fifteen percent.

Another key indicator involves achieving participation by all students in at least one experiential learning program, including international experience. Because we have not yet met these targets, several of the elements of the QEP address student recruitment and experiential learning. Priority 1, Initiative 2 states, "To enable our students to succeed in and contribute to the 21st-century global society, the university will provide multiple opportunities for students to interact with their own communities as well as with other cultures." A key indicator for this initiative was to "increase student participation in study abroad programs by 25 percent. We have made progress toward but have not yet met this target, and expanding and improving study abroad is a key element of the QEP. Priority 3, Initiative 2, aims to "increase the percentage of underrepresented and international faculty and staff to appropriate availability and utilization benchmarks." This is another unmet target that the QEP addresses. Finally, Priority 3, Initiative 3 calls for increased support for faculty and staff development. Faculty and staff development for enhanced student learning and learning opportunities is at the center of the QEP.

Globalization is a pervasive theme of our \$200 million capital Campaign for Appalachian; two of its Strategic Initiatives are "Living for a Better World" and "Fostering Global Citizens." University Advancement and the Chancellor are focusing energy on raising scholarship dollars to allow our students to seize more global opportunities. The elements of the QEP will provide clear target areas for additional giving as the campaign moves toward its conclusion in December 2014.

Our new General Education program centers on integrated learning and offers many opportunities for enhancement of global learning. The General Education program itself is the product of years of research, collaboration, and revision grounded in best practices (particularly those advocated in the AAC&U's various initiatives and reports). One of the major opportunities is development of additional interdisciplinary global learning courses in First Year Seminar (FYS), such as the Global Understandings FYS initiative included in the QEP. The Local to Global perspective in General Education will also be enhanced through faculty development in the QEP. Among the themes in this perspective are Global Resources, Regions in a Global Context, and Sustainability & Global Change. The Historical & Social and Aesthetic perspectives have considerable global emphasis already and can be enhanced with concentrated effort through the faculty development clusters proposed in the QEP.

A major theme in globalization is sustainability. University branding research consistently shows that our stakeholders and the public associate Appalachian with mountains, nature, outdoor recreation, and sustainability. Appalachian was a charter member of the Association for the Advancement of Sustainability's (AASHE) Sustainability, Tracking, Assessment and Rating System (STARS), and we receive consistently high ratings. We have room to improve our education, research, and operations, however, and a global learning QEP will offer opportunities for resources for many of our most active faculty and students in global sustainability.

In February 2009, Appalachian completed an internationalization self-study under the aegis of the American Council on Education (ACE) as part of its Internationalization Laboratory. The study overall revealed that we engage in a multitude of international activities. However, it also showed that these activities could be better coordinated and publicized, and that we are missing opportunities to promote diversity and enhance international education.

Recommendations of ACE Self-Study

Data Collection, Coordination, and Communication

- Improve and standardize data collection and foster connections between units.
- Host an annual internationalization forum to disseminate information and promote networking.
- Create a single a web portal for all things global at Appalachian.

Increase Diversity

- Improve international admission materials.
- Develop scholarships for international students.
- Revise international student orientation.
- Address structural barriers.

Enhance International

- Increase financial aid for study abroad.
- Promote long-term study abroad.
- Recognize and reward faculty efforts in global learning—instruction, research, and service.
- Enhance faculty development for global learning.
- Use technologies to internationalize the curriculum.
- Expand international connections beyond Europe.

Progress on these recommendations has been delayed by the financial fallout from the Great Recession and a need to complete other priorities, particularly the implementation of a new General Education program beginning in 2009. The QEP offers us an outstanding opportunity to focus upon known needs in internationalization over the next five years and enhance global learning. Many of the Actions in our QEP directly address issues identified in the ACE self-study report.

The progress we have made on some pilot initiatives in the past year or so is strong evidence of our institutional capability to initiate, implement, and complete our QEP. The elements of the QEP strategically combine a variety of initiatives that are in diverse stages of development. We piloted the Appalachian Global Symposium in Fall 2012. We also have continued development of a Culture & Languages Across the Curriculum (CLAC) program. A series of workshops in Spring and Fall 2011, funded by an external grant, trained Appalachian faculty to develop courses with CLAC components. Efforts to expand connections to international partners outside Europe are moving forward, and we have already offered numerous faculty and staff development workshops and events to promote global learning.

Our QEP incorporates curricular enhancements focused directly on improving student learning. We also have a number of measures designed to improve the university's capacity to coordinate and deliver global programs. The broad-based and varied nature of our QEP has generated widespread support: There truly is something for everyone in a QEP constructed to enhance global learning opportunities for students both at-home and abroad.

Experience with *Global Learning: A World of Opportunities for Appalachian Students* assessment

In constructing learning goals and outcomes, we have paid careful attention to our experiences in recent General Education revision and our assessment of student learning in our degree programs. We also have relied upon important relevant literature, particularly on Caryn McTighe Musil, *Assessing Global Learning: Matching Good Intentions with Good Practice* (2006).

Our experience with student learning outcomes and assessment of student learning has convinced us that simpler is better and that national instruments can be very helpful. In General Education, we began with twenty-one student learning outcomes and an extremely ambitious plan for assessing them. We soon learned the pitfalls associated with attempting to have dozens of professors teach to almost two dozen outcomes that were assessed fully and regularly. Our revised, simplified, effective assessment system for General Education, which passed review in the Comprehensive Certification Report, is based upon flexibility for faculty in identifying and collecting data on student learning outcomes that accomplish the four major goals of General Education. A central process in our revamped General Education assessment is faculty review of student artifacts using the standards of the AAC&U Value Rubrics (*Valid Assessment of Learning in Undergraduate Education*).

That campus-tested approach has deeply informed our construction of student learning outcomes for our QEP. We understand that a pyramidal system of learning outcomes, which provides linkages from the university level down to individual course or student development programs, offers the best chance for the integrated learning and coherent assessment that we seek (Ibid., 5-11). Our overall learning goals derive both from campus discussions and outside inspirations. To clarify our learning goals we adapted a number of the learning outcomes for “Liberal Education and Global Citizenship” from Musil (Ibid., 12-13), which related most closely with our learning goals and offer the advantages of possibilities for national benchmarking and comparison. We also intend to use an adapted version of the “Sample Quantitative Survey” (Ibid., 23-29) as a global assessment instrument. Faculty and staff who want their courses and programs to receive Global Learning designators must demonstrate that they are addressing one or more of the student learning goals and outcomes. Of course, not every QEP action will produce direct evidence of student learning gains, but even administrative and coordinating actions will be required to demonstrate that they contribute in indirect ways to student learning.

Literature and best practices

Global Learning: A World of Opportunities for Appalachian Students

Definitions That Have Guided QEP Development

The title of our QEP includes Global Learning, and improvements in student learning are our most important goals and outcomes.

Definition: “[Global learning is] the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (Olson, Green, and Hill, 2006, v).

The concept of Globalization provides a context for the QEP.

Definition: “[Globalization]... is the process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world. Globalization affects each country in different ways and can have positive and/or negative consequences, according to a nation’s specific history, traditions, culture, priorities, and resources” (Knight, 2008, x).

Our QEP is a significant step toward achieving Comprehensive Internationalization.

Definition: “Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it (Hudzik, 2011, 10).

Campus Internationalization is a focus of our QEP.

Definition: “Campus internationalization is that component of internationalization that focuses on getting the parts ‘at home’ aligned in the service of internationalization of higher education. In doing so, thinking and action tend to focus on issues such as on-campus courses and curriculum, the role of international students and scholars in the campus environment, institutional policies and services in support of internationalization, and the campus intellectual environment for connecting globally” (Hudzik, 2011, 9).

Global learning is a necessity

Global learning has become a necessity. In recent decades, scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power have dramatically reshaped the world and the lives of Americans. Today's students face disruption rather than certainty, and interdependence rather than insularity.

Whatever their career plans, students in higher education need a foundation in global learning and cross-cultural competencies. Among the prominent changes driven by globalization is increasing cultural diversity within the United States (National Education Association, 2010). Appalachian graduates—and other U.S. students—will compete for jobs against, work side-by-side with, and supervise or be supervised by people from diverse cultural backgrounds. Consequently, global learning is a critical challenge of higher education in the 21st century. A recent publication of NAFSA: Association of International Educators contends that internationalization at American campuses is an institutional imperative, not just a desirable possibility (Hudzik, 2011, 5). Moreover, topics such as global climate change, pandemics, natural resource management, and international terrorism now command international teams of scientists and engineers working to find solutions to truly global problems (Curie, 2007). We must prepare tomorrow's citizens not for a single career but for a life of unpredictable velocity and volatility. We must “produce graduates who are capable of communicating across borders and citizens who are invested with the capacity to navigate a transparent, permeable world” (ACE, 2011, 6).

Role of higher education in fostering global learning

The American Council on Education (ACE), the Association of America Colleges and Universities (AAC&U), NAFSA: Association of International Educators, and other national organizations have articulated the role that U.S. higher education institutions should play in fostering global learning. They see twenty-first century higher education as explicitly, and fundamentally a global enterprise. According to an ACE report, “in the decades ahead, the most successful and influential institutions of all types will operate not alone but in global networks in which faculty, students, research activity, teaching models, and ideas will travel freely” (ACE, 2011, 7). The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life. To address the need to develop our students' global competence, our QEP moves us toward the kind of comprehensive internationalization (see definition above) recommended by leading authorities (Braskamp & Engberg, 2011; Hudzik, 2011; Asia Society, 2011).

Actions regarding best practices

Like most other institutions, Appalachian has already made progress on global learning; we are not starting from scratch. In recent years, we have consistently modeled our measures on the guidance provided in ACE and AAC&U documents, among others. In particular, participation in the ACE's Internationalization Laboratory in 2007 allowed Appalachian to: (1) learn from other institutions across the country; (2) critically review its

own past efforts at internationalization; and, (3) recommit itself to the goal of developing students' global competence.

According to ACE, many—perhaps most—institutions have pursued global engagement haphazardly through largely independent, ad hoc efforts of individual programs and faculty members. Breadth may result from a collection of discrete initiatives, but they seldom produce deep, strategic, institutional change (ACE, 2011). Some institutions overemphasize one or two elements of global engagement, such as study abroad, international student recruitment, or international research. Successes in selected areas do not, however, translate into the integration of internationalization into the fabric of the institutions.

Our experience provides strong evidence for the ACE's conclusions. In February 2009, Appalachian completed an internationalization self-study under the aegis of the ACE's Internationalization Laboratory. The self-study documented that our international activities needed to be better coordinated and information regarding global learning more broadly disseminated (Appalachian, 2009). The self-study, in which many segments of campus participated, helped us immensely in providing a common understanding of obstacles and a common language for discussing internationalization and global learning. Many of our QEP Actions reflect self-study recommendations.

The QEP process and plan addresses eight key strategic components identified in literature (Hudzik, 2011; Hadzik and McCarthy, 2012)

1. Engage in a campus dialogue about comprehensive internationalization.
2. Build an institutional climate of support for comprehensive internationalization.
3. Connect comprehensive internationalization to core institutional missions and values.
4. Expand and extend the leadership team for comprehensive internationalization.
5. Articulate a bold vision and goals.
6. Measure for accountability and reward for success.
7. Integrate comprehensive internationalization into institutional missions and existing programs.

Our global learning assessment plan draws on AAC&U expertise and utilizes best practices. (ACC&U, 2009; ACC&U, 2006) We derived our student learning outcomes from ones developed by AAC&U. We will utilize multiple and varied mechanisms (including AAC&U instruments) to assess student learning. Rubrics and surveys for the assessment have been field tested. Consequently, we have a high level of confidence that assessment materials will link to back to the student learning outcomes.

Actions

Global Learning: A World of Opportunities for Appalachian Students

Appalachian's QEP seeks to increase students' global knowledge, improve students' intercultural skills, and develop positive global attitudes. To achieve these purposes, the QEP includes an array of coordinated actions organized into four areas: Curricular Actions, Training and Development Actions, and Assessment Actions. As discussed in previous sections, Appalachian's QEP aims to provide multiple and varied global learning opportunities, both at home and abroad, for students to achieve these learning outcomes. We do not believe that participating in one action alone is sufficient to enable students to achieve the QEP's learning goals. At Appalachian, students will, therefore, participate in multiple and varied experiences. We are also aware that not all students will participate in every activity included in the QEP, but they will be able to select their activities from many opportunities provided to them.

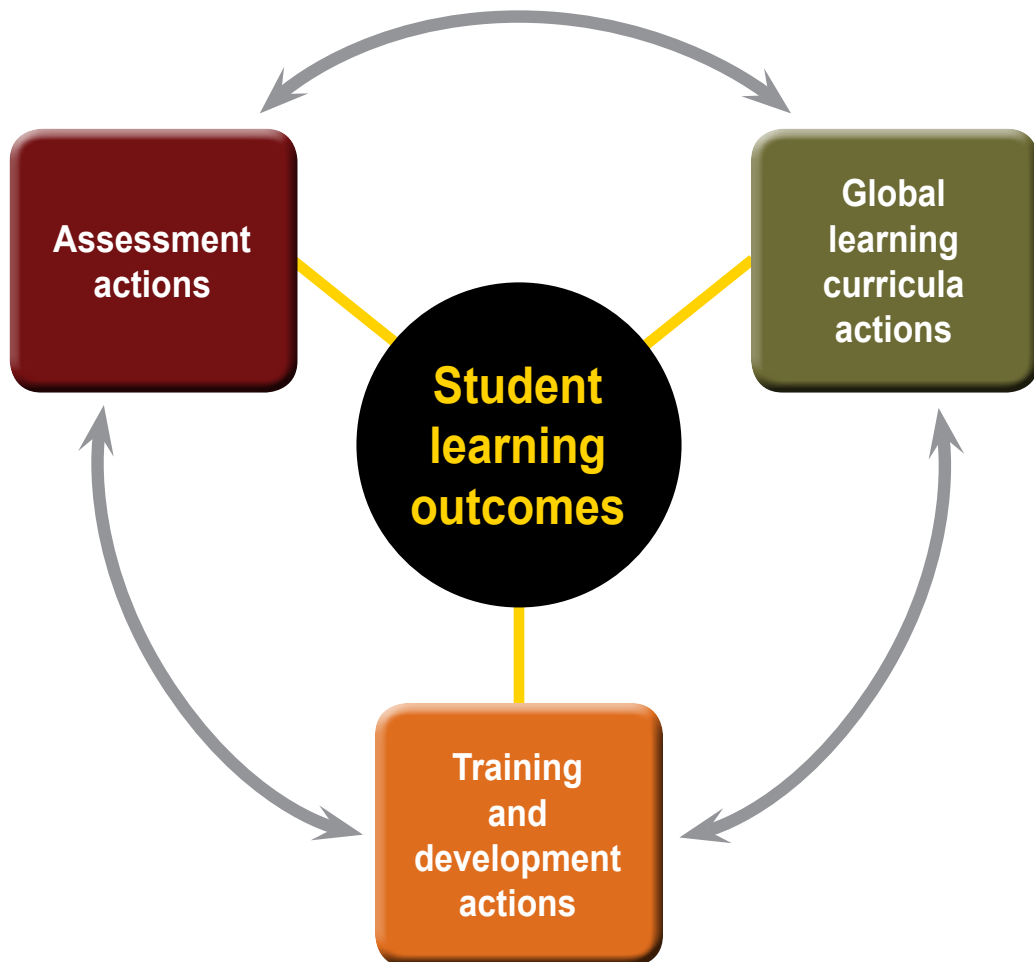


Figure 8: Actions and Outcomes

Student learning outcomes

- **Develop globally competent knowledge**
- **Cultivate intercultural competencies**
- **Foster globally competent citizenship**

Curricular actions

- Institutionalize Cultures and Languages Across the Curriculum (CLAC)
- Support targeted programs to serve as models of global learning
- Create 4th hour instruction for difficult to acquire languages
- Expand & institutionalize Global Connections Certificate

Training and development actions

- Provide workshops on techniques for infusion of global content
- Provide workshops on global friendly technologies
- Education abroad training for faculty and staff
- Create and expand faculty/staff “Global Opportunities” clusters

Assessment actions

- Create and implement GLO designation for courses
- Annual evaluation of products of learning for GLO courses
- Administer and evaluate annual global learning essay and global learning survey
- Program assessment: tracking of multiple & varied global learning opportunities

Curricular actions



Figure 9: Objectives of curricular actions

1. Institutionalize Cultures and Languages Across the Curriculum (CLAC):

Appalachian will institutionalize the CLAC Program that was initiated through a 2010 U.S. Department of Education-funded project. Like other “across the curriculum” movements, CLAC stresses that the application of skills—such as language acquisition and retention—to content areas promotes deep and lasting learning. CLAC encourages professors across disciplines and languages to transcend curricular divides and to incorporate international inquiry and discovery into all aspects of a student’s educational experience. A select group of Appalachian faculty will be trained in CLAC methods and options. CLAC participants will be required to modify existing classes or create new ones that incorporate CLAC methods and select an appropriate QEP student learning outcome to be achieved in the class. We anticipate that CLAC classes will be linked to all three areas of student learning: increased global knowledge, improve intercultural skills, and more positive global attitudes.

ASSESSMENT: Institutionalize Cultures & Languages Across the Curriculum (CLAC)					
Program Outcomes	Methods	Implementation/Collection	Responsible	Performance Criteria	Recipient(s) of Results
Establish a part-time administrative position for coordinator of CLAC	Direct	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 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 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 Council & QEP Director

Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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 Council & QEP Director

BUDGET: Institutionalize cultures & Language Across the Curriculum (CLAC) Program						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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: Appalachian has either started or will soon launch a number of pilot global learning programs, which feature high-impact instructional practices and/or innovative uses of technologies, such as internships, travel, international videoconferencing, student research, and service-learning. We will nurture these initiatives, institutionalize them, and use them as models to create additional courses and curricular learning opportunities across the university. We have initially targeted a set of opportunities and courses, but we remain open to incorporating new ideas that emerge over the course of the QEP.

Targeted Areas

- Pre-health international experience
- International student research
- U.S.-based global internships
- International service learning
- “Capstone” short-term study abroad for freshmen (occurs at end of first year)
- First Year Seminar Global Understandings

Pre-health international experience: In 2012, Appalachian started two Pre-health International programs on a pilot scale with institutional partners in Bloemfontein (South Africa) and Puebla (Mexico). The QEP will expand this program by substantially increasing the number of opportunities for students to do pre-health internships in India, Brazil, and other countries. Students will spend four weeks abroad in the summer learning how different countries provide clinical education, clinical outreach, and clinical practice. In addition to current areas of clinical experience offered in medical, dental, nutrition, biomedical research, and sports medicine; new areas will be developed and added including public health, communications disorders, and psychological counseling. We intend soon to double the number of students involved this program.

International student research: Undergraduate student research is a high-impact educational practice that is one of our institutional priorities. It encourages students to extend themselves beyond structured course material to become independent thinkers and learners who creatively apply skills to benefit society and the world. The Office of Student Research, established in 2005, offers research and faculty-mentored scholarship opportunities and has provided funding for more than thirty students to conduct international research. Through the QEP, the student research program will be expanded by at least ten students per year. Additionally, faculty will be encouraged to mentor students and include them in externally funded international research projects.

U.S.-based global internships: Not all of Appalachian students can or will participate in education abroad experiences, so we must offer opportunities for students to enhance their global awareness through specialized study in the United States. Various campus offices, such as the Career Development Center, academic programs, and Office of International Education and Development (OIED), will collaborate to develop internationally-focused internships with local, state, and federal organizations and private enterprises.

International service-learning: Through the QEP, we will expand to more countries Appalachian's International Community Development Initiative (ICDI) and recruit more students to participate. Appalachian has developed partnerships with non-governmental organizations (NGOs) in Costa Rica, Dominican Republic, Ecuador, India, Jamaica, Nicaragua, Peru, and South Africa, which allow for both student and faculty involvement via service-based internships and community-based research. Through these opportunities Appalachian students and faculty have the opportunity to serve with NGOs that work with diverse populations and on different issues. More than 15 Appalachian students have participated in international service-learning and our goal is to increase the number of students participating in the ICDI activities.

Short-term study abroad for first-year students: This builds on a highly successful 2010 initiative, in which Appalachian faculty took incoming freshmen to study in Costa Rica. The revised Appalachian Costa Rica First Year Experience now locates the study abroad experience at the end of the first year, and we are now ready to expand upon the pilot to include other countries. We will develop two or three faculty-led, integrated classes linked to a General Education theme and recruit at least twenty (total) students annually. We aim to have a significant number of first-year students who participate in a short-term, faculty-led, study abroad program later participate in a semester- or year-long study abroad.

First Year Seminar Global Understandings: First Year Seminar is a high-impact educational practice. The course is required for all incoming freshmen and many transfer

students. Developed partly through a UNC System grant to catalyze contacts with the People’s Republic of China, Global Understandings is an interdisciplinary course in intercultural communication, which connects a class of Appalachian students with classes in China, Taiwan, and Thailand through fifteen or more interactive videoconferencing sessions. Students also undertake projects, such as mini-ethnographies, that promote critical thinking, research skills, and writing skills. Through the QEP, we plan to expand the program to other classes on campus and other countries.

We expect faculty members and other individuals engaged in model programs to share their practices with others on campus to inspire different academic units to customize elements to fit their missions and circumstances. For instance, the Pre-Health International Experience program can serve as a template for academic programs that emphasize internships abroad, and The First Year Seminar Global Understandings can help others find ways to use technologies to connect with international partners.

ASSESSMENT: Support Targeted Programs to Serve as Models of Global Learning					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 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 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 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 Council & QEP Director

Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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 Council & QEP Director

BUDGET: Support Targeted Programs to Serve as Models of Global Learning						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
ii. 30 participants at \$250	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$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: Through the QEP, Appalachian will enhance and institutionalize a pilot project started from 2010-2012 by adding a fourth hour of small-group conversation practice to beginning and intermediate-level courses in targeted languages (Arabic, Chinese, German, Japanese, and Russian). This will provide students with more adequate contact time and practice for these languages and bring the programs more in line with national norms. International Teaching Partners (ITPs), recruited from partner institutions abroad, will be utilized to provide this additional instruction. ITPs typically will be invited to spend a full year at Appalachian and will be rotated among the targeted languages. In addition to offering conversation practice sessions in the target languages, the ITPs will offer co-curricular activities for language students and for the broader University community (teacher education, humanities series, on-campus programs, lectures and workshops), to make these cultures more visible on campus. The 4th hour instruction classes target the intercultural skills student learning goal.

ASSESSMENT: Create 4th Hour instruction for Difficult to Acquire Languages					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 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 Council & QEP Director

Utilize teachers for co-curricular activities and CLAC support	Direct	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 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 Council & QEP Director
Student Learning Outcomes	Methods	Implementation/ Collection		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 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 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 Council & QEP Director

BUDGET: Create 4th Hour instruction for Difficult to Acquire Languages						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 and institutionalize Global Connections Certificate: Appalachian will strengthen and expand its GCC program, which started in fall 2011 in the Global Studies Program to encourage the development of greater global competency. In this program, students must take 15 to 21 semester hours of course work and at least 3 credit hours of study abroad, and perform at least 40 hours of community service (related to diversity issues, multicultural issues, and/or study abroad experiences.). The amount of course work required varies depending upon foreign language choice and placement. We will utilize the QEP to attract more students, diversify the type of student who participates, and institutionalize the certificate program. Students who participate in the GCC program will be expected to achieve competency in all three student learning goals.

ASSESSMENT: Expand and Institutionalize Global Connections Certificate					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 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 request short-term study abroad faculty & staff to include the possibility of the certificate in promotion and class material.	Global Connections Certificate coordinator	Have at least one Global Connections certificate student from each college/school by the end of the QEP	QEP Council & QEP Director
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 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 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 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 Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	Performance Criteria	Recipient(s) of Results
SLOs associated with Goal One: to develop globally competent knowledge	Course-embedded artifacts from certificate	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 Council & QEP Director
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 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 Council & QEP Director

BUDGET: Expand and Institutionalize Global Connections Certificate						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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

Training and development actions

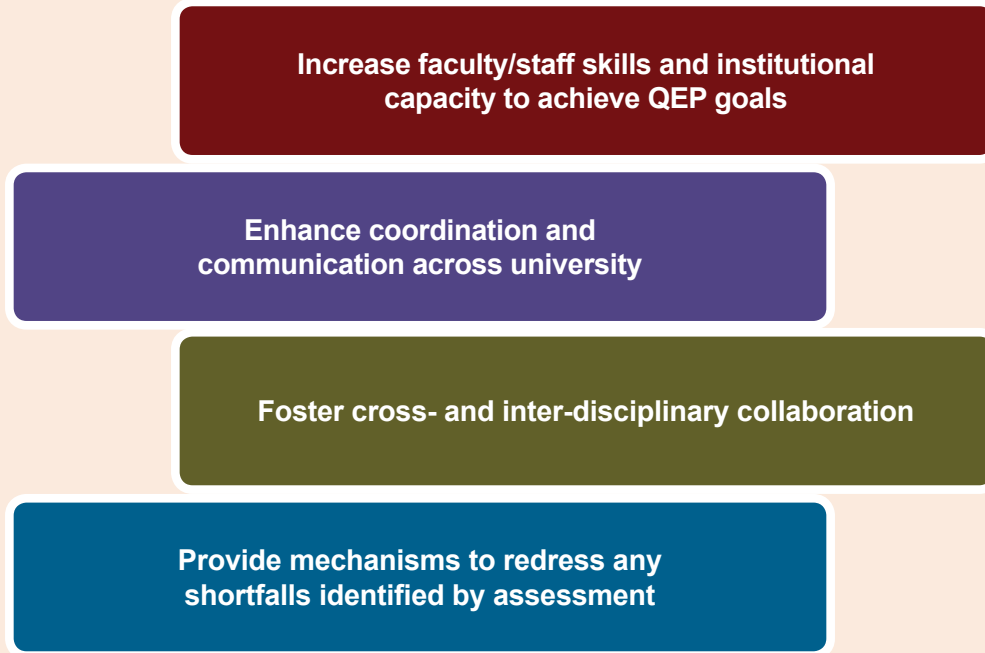


Figure 10: Objectives of training and development actions

1. Provide workshops on techniques for infusion of global content: Professional development activities will be ongoing during the QEP implementation period through the Hubbard Programs for Faculty Excellence (HPFE) and through colleges/schools. HPFE is already offering training and professional development activities on campus. For example, during 2011-12 academic year, Faculty and Academic Development (FAD) and Learning Technology Services (LTS) provided workshops and other professional development opportunities for nearly three thousand participants. The implementation plan reflects the fact that professional development offerings need to be dynamic and responsive to the needs of faculty and staff as they emerge during the evolution of the QEP, as well as adaptive to assessment findings that reveal issues and opportunities.

ASSESSMENT: Provide workshops on techniques for infusion of global content					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 &	-Offer 1 multi-session workshop on global learning and teaching annually. -Offer 4 single-session workshops on global learning and teaching annually.	QEP 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 &	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 Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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 Council

BUDGET: 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: To support the QEP, Learning Technology Services (LTS), Information Technology Services (ITS), and Technology Support Services (TSS) will foster technologies to enhance communications and collaborations between Appalachian students and faculty and global communities. Technology support groups will work with academic teams in multiple departments to develop and deliver both technology and pedagogical training to faculty developing QEP-related activities and enhancements for their courses and programs. Learning support teams will provide training and assistance for students choosing to participate in international service-learning or study-abroad to maintain close contacts with mentors and fellow students. Learning support teams will develop expertise in both the technologies and pedagogical strategies necessary to expand the scope of global interaction inside and outside AsU Learn (our Moodle-based learning management

system). We will dedicate classroom space and technology to accommodate expansion of global learning courses, such as the Global Understandings, with enhanced videoconferencing and computer capabilities. Acquisition and deployment of additional portable telepresence hardware for use in multiple classrooms will provide flexibility in courses and programs that require only occasional international connections.

ASSESSMENT: Provide workshops on global friendly technologies					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 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 Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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.					

BUDGET: Provide workshops on global friendly technologies						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
a) Webcam technologies for training room and faculty participating in tech workshops	\$750					\$750
i. Training facilities (10 @ \$75 per unit)						
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 and staff: Appalachian will implement a program aimed at familiarizing novice faculty and staff with successful practices in leading short-term study abroad and managing relationships with partner institutions. A select group of faculty/staff who are experienced short-term study abroad program leaders will be invited to serve as mentors for novice faculty/staff who wish to develop short-term study abroad programs. Novice faculty/staff thus will have opportunities to observe all facets of short-term study abroad program development (proposal development, budgeting, recruiting, etc.), as well as the experience of traveling abroad with students prior to leading a group themselves.

OIED will also support faculty/staff travel to partner institutions to acquaint them with the operations, personnel, and offerings of our partners. Staff travel to partner institutions will enable them to internationalize their unit operations as well as more effectively work with students. Faculty travel to partner institutions is essential for faculty to develop course collaboration, research collaboration, and effective program-level exchange programs.

ASSESSMENT: Education Abroad Training for Faculty & Staff					
Program Actions	Methods	Implementation/Collection	Responsible	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 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 Council & QEP Director
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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 Council

BUDGET: Education Abroad Training for Faculty & Staff						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 and expand faculty/staff “Global Opportunities” clusters: Through the QEP, Appalachian will create and expand faculty/staff “Global Opportunities” clusters in order to increase awareness of global learning opportunities that are already available and develop additional opportunities through collaboration across multiple units and disciplines on campus. Possible topics for “Global Opportunities” clusters include using technology to link to similar classes, developing research opportunities, developing service-learning opportunities, and developing internship opportunities. Clusters may also focus on particular world regions (e.g., Middle East) or issues (e.g., sustainable housing or agriculture). Global Enhancement Projects (GEPs) arising from clusters will become key areas of innovation in global learning and will be financially supported by the QEP. These clusters will provide critical opportunities for faculty and staff to network with each other and with international partners. They will promote the infusion of global content and perspectives into curricular and co-curricular offerings. They will also promote more extensive linkages to partner institutions through stronger faculty connections.

ASSESSMENT: Create & Expand Faculty/Staff “Global Opportunities” Clusters					
Program Outcome	Methods	Implementation/Collection	Responsible	Performance Criteria	Recipient(s) of Results
Create various “Global Opportunities” clusters for faculty/ staff	Direct	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 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 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 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 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 Council
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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.					

BUDGET: Create & Expand Faculty/Staff "Global Opportunities" Clusters						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 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

Assessment actions



Figure 11: Objectives of assessment actions

1. Create and implement GLO designation for courses: Appalachian will broaden faculty, staff, and student awareness of the many courses and co-curricular activities that offer global/international content and/or global learning opportunities. Marking courses and co-curricular events with a GLO designation will promote clear understanding of existing and emerging opportunities and will help advisors and students to select appropriate courses. A comprehensive inventory of global learning opportunities will also greatly assist in implementing and assessing several parts of the QEP. The process of taking inventories, assessing results, and making recommendations will continue on beyond the five-year span of the QEP.

ASSESSMENT: Create and Implement GLO Designation for Courses					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 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 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 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 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 Council
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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 Council

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.						
BUDGET: Create and Implement GLO Designation for Courses						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
a) Will be accomplished through efforts of current faculty and staff under the leadership of the QEP Director and Council. No additional cost.	\$-	\$-	\$-	\$-	\$-	\$-
Total	\$-	\$-	\$-	\$-	\$-	\$-

2. Annual evaluation of products of learning for GLO courses: Each course with a GLO designation will be asked (over the course of the QEP) to provide student learning artifacts related to the student learning outcome(s) of the course. Annually, a random sample of artifacts (such as embedded test questions, student writing, student portfolios, or capstone products) will be chosen for evaluation for each of the QEP student learning outcomes. Faculty with appropriate expertise will evaluate student learning using rubrics developed by AAC&U (Appendix IV). The result of their review will be submitted to the QEP Director and the QEP Council. This assessment process will allow assessors to evaluate curricular actions' impacts on student learning.

ASSESSMENT: Annual Evaluation of Products of Learning for GLO Courses					
Program Outcomes	Methods	Implementation/Collection	Responsible	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 Council
Student Learning Outcomes	Methods	Implementation/Collection	Responsible	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 Council

BUDGET: Annual Evaluation of Products of Learning for GLO Courses						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 and evaluate annual Global Learning essay and Global Learning Survey:

The Office of Institutional Research, Assessment and Planning in conjunction with the QEP Director will survey incoming students (during orientation) and outgoing seniors (in senior capstone classes) using an instrument developed by AAC&U to measure global knowledge, intercultural skills, and global attitudes. The result of the surveys will be submitted to the QEP Director and the QEP Council. The university-wide assessment of students (occurring every summer for incoming students and spring for exiting seniors) will provide critical evidence for evaluating student learning.

ASSESSMENT: Administer and Evaluate Annual Global Learning Essay and Global Learning Survey.					
Student Learning Outcome	Method	Implementation/Collection	Responsible	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 students & graduating seniors. QEP Director will oversee evaluations by faculty using rubric (see sample rubric)	QEP Director, academic departments & Admissions	Average score on rubric will be statistically significantly better for graduating seniors compared to incoming students	QEP Council

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 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 Council

BUDGET: Administer and Evaluate Annual Global Learning Essay and Global Learning Survey						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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

4. Program Assessment: Tracking of Multiple & Varied Global Learning Opportunities:

The Office of Institutional Research, Assessment and Planning in conjunction with the QEP Director, will survey incoming students (during Orientation) and outgoing seniors (in Senior Capstone classes) using an instrument developed by AAC&U to measure global knowledge, intercultural skills, and global attitudes. The result of the surveys will be submitted to the QEP Director and the QEP Council. The university-wide assessment of students (occurring every summer for incoming students and spring for exiting seniors) will allow us to compare students' answers to evaluate the impact of Appalachian State on students' global learning.

ASSESSMENT: Program Assessment: Tracking of Multiple & Varied Global Learning Opportunities					
Program Outcome	Method	Implementation/Collection	Responsible	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 Council

Increase the diversity of global learning outcomes available for students	Simple count	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	QEP Director	- The number of "varied" offerings will increase by 5% every year of the QEP (using 2013-2014 as a baseline) - By the end of the QEP, each college/school at Appalachian State University will have global learning opportunities for its students	QEP Council
Students engage in multiple & varied global learning opportunities	Simple count; transcript assessment	The Office of Institutional Research will conduct a review of students' academic transcripts, evaluating it for quantity & diversity	Office of Institutional Research	Annual 5% increase in the number of GLO classes taken by students Annual 5% increase in the number of students with GLO classes	QEP Council & QEP Director

BUDGET: Program Assessment: Tracking of Multiple & Varied Global Learning Opportunities						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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

Implementation

Global Learning: A World of Opportunities for Appalachian Students

Time line

Key Implementation Steps

Pre-QEP

Action	Responsible
Establish QEP Reporting Structure	Chancellor, Provost
Appoint QEP Council	Provost
Appoint QEP Director	Vice Provost for Faculty Affairs (VPFA) and QEP Co-Chair, Provost
Establish QEP Budget	Chancellor, Vice Chancellors
Pilot Selected Programs <ul style="list-style-type: none"> • Appalachian Global Symposium • Global Understandings • Dual Degree Programs • 2 + 2 Programs • Freshman Capstone Study Abroad 	Assoc. Vice Chancellor for International Education and Development and QEP Co-Chair (AVCIED), VPFA
Establish QEP Director Office	QEP Director
Establish QEP Marketing Strategy	QEP Director, Director of Programs in Academic Affairs

QEP Year One (2013-14)

Action	Responsible
Organize Assessment Program	QEP Director, QEP Council
Appoint Coordinators	QEP Director
Fund QEP Budget	Chancellor, Vice Chancellors
Conduct Faculty/Staff Development (ongoing) <ul style="list-style-type: none"> • Establish Global Learning opportunities clusters • Establish veteran/novice study abroad development program • Establish enhanced pre- and post- study abroad training workshops 	QEP Director, QEP Co-Chairs, Hubbard Programs for Faculty Excellence (HPFE), Office of International Education and Development (OIED)
Refine and Implement Marketing/Communication Plan (ongoing once established)	QEP Director
Plan Collection Development	QEP Director, Dean of Libraries
Plan Global Surveys	QEP Director, Director of Institutional Research, Assessment, and Planning (IRAP)

Key Implementation Steps

QEP Year Two (2014-15)

Action	Responsible
Expand and Institutionalize Cultures & Languages Across the Curriculum (CLAC) (ongoing once established)	QEP Director, CLAC Coordinator
Implement International Teaching Partners (ITP) Program (ongoing once established)	QEP Director, ITP Coordinator
Strengthen Relationships with International Partner Institutions (ongoing)	AVCIED, QEP Director
Mark Global Learning Courses with a Global Learning Opportunity (GLO) Designator and Assess Products of Student Learning for Evidence of Achievement of Learning Outcomes (ongoing once established)	QEP Director, AVCEM, Director of IRAP
Review Assessment Results and Revise Program as Necessary	QEP Director, QEP Council
Implement Global Learning Surveys (ongoing once established)	QEP Director, Director of IRAP
Essay Assessment (ongoing once established)	QEP Director, AVCEM

QEP Year Three (2015-16)

Action	Responsible
Review Assessment and Reports; Revise Directions as Warranted	Chancellor, Vice Chancellors, QEP Co-Chairs, QEP Director, QEP Council, Director of IRAP
Oversee and Coordinate Ongoing Initiatives from Pre-QEP and Years 1-2	QEP Director

QEP Year Four (2016-17)

Action	Responsible
Oversee and Coordinate Ongoing Initiatives from Pre-QEP and Years 1-3	QEP Director
Review Assessment and Reports; Revise Directions as Warranted	Chancellor, Vice Chancellors, QEP Co-Chairs, QEP Director, QEP Council, Director of IRAP
External Consultant Visit and Report	QEP Director

QEP Year Five (2017-18)

Action	Responsible
Oversee and Coordinate Ongoing Initiatives from Pre-QEP and Years 1-4	QEP Director
Review Assessment and Reports; Revise Directions as Warranted	Chancellor, Vice Chancellors, QEP Co-Chairs, QEP Director, QEP Council, Director of IRAP
Determine Which Elements of QEP May Be Continued or Discontinued	Chancellor, Vice Chancellors, QEP Co-Chairs, QEP Director, QEP Council, Director of IRAP
Prepare QEP Impact Report	QEP Director, QEP Co-Chairs, QEP Council

Administering the QEP

Global Learning: A World of Opportunities for Appalachian Students

Appalachian's QEP will engage a wide range of academic and non-academic units on campus to implement global learning for students. Leadership for implementing the QEP and ensuring its success will occur across colleges, schools, departments, and administrative offices at Appalachian and at different levels within those units. The global learning QEP will be integrated into the fabric of the campus to ensure lasting impact. In developing this QEP, we have tried to ensure that the programmatic activities started will be sustained beyond the life of the QEP.

Each of the proposed QEP activities has persons and units responsible and accountable for its implementation. Units that will be responsible for implementing several QEP activities include, but are not limited to, the following: several academic departments; the Hubbard Programs for Faculty Excellence; Learning Technology Services; Information Technology Services; Technology Support Services; Office of International Education and Development; Office of Student Research; Office of the Registrar; Office of Admission; and Office of Institutional Research, Assessment and Planning. Collaborative teamwork and its synergetic benefits will be promoted at all levels of the QEP implementation.

The organizational chart on the following page depicts only those persons most directly responsible for the implementation of the QEP. While the Chancellor is ultimately responsible for the QEP, the Provost and Executive Vice Chancellor will provide campus-wide Cabinet-level leadership for the QEP implementation. Two senior-level administrators will oversee the QEP implementation. These are the Vice Provost for Faculty Affairs (co-chair of the QEP Council) and the Associate Vice Chancellor for International Education. The day-to-day operations and implementation of the QEP will be under the leadership of the QEP Director.

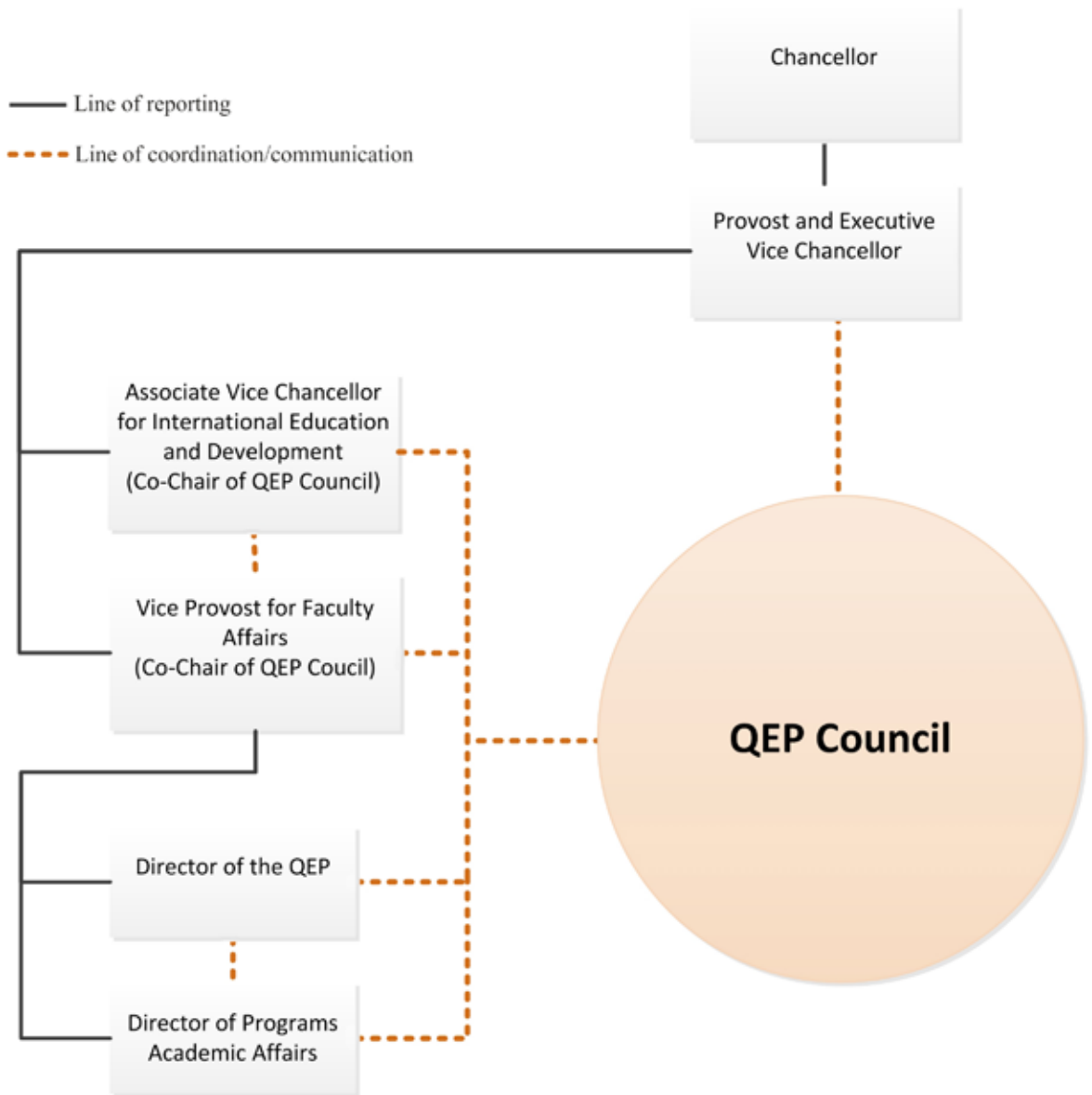


Figure 12: Organizational chart

Budget

Global Learning: A World of Opportunities for Appalachian Students

We have developed our QEP budget to provide realistic resources for the “initiation, implementation, and completion of the QEP” (CS 3.3.2). The overview budget focuses on what is commonly called “new money”—expenditures to be made beyond the funding currently allocated to global learning. Expenditures that will be reallocations of existing funds for global learning (such as changes in the priorities of the Office of International Education and Development budget) are not counted as part of the spending on the QEP. Similarly, we generally have not listed the value of the work of current employees whose efforts will be directed toward the QEP instead of some other work. The “assigned time” of the Vice Provost for Faculty Affairs and the Associate Vice Chancellor for OIED, the co-chairs of the QEP, for example, has not been calculated or included in the budget, even though they will be spending considerable time in working with the QEP Director to guide and support the QEP. Obviously also, there will be staff time (in Institutional Research, Assessment, & Planning, for example, or the Office of the Registrar) devoted to producing data and evaluating many aspects of the QEP, but these costs are not calculated in the budget. In sum, we designed our budget to be an efficient, accurate, planning document, not a comprehensive audit of every conceivable expense that could be associated with the QEP.

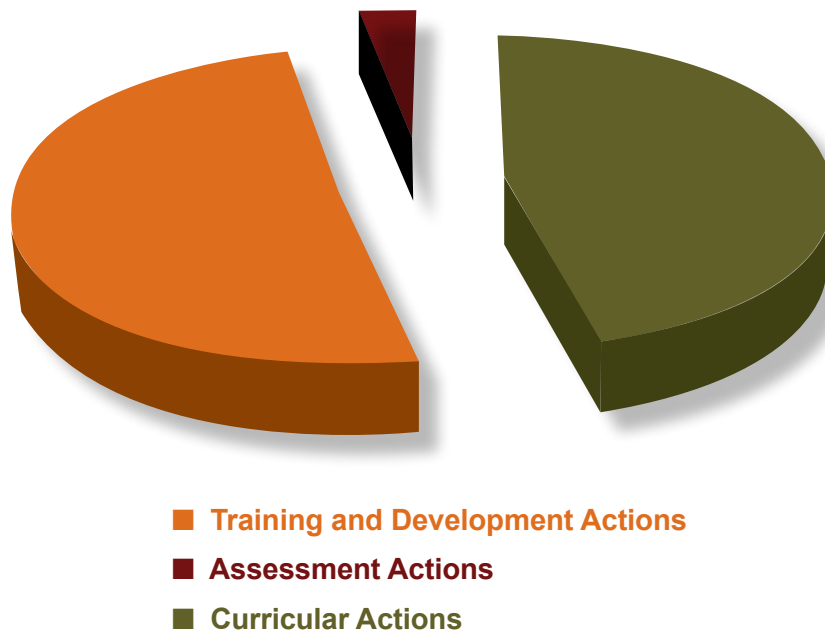


Figure 13: QEP Expenditures over five years

QEP Budget

CURRICULAR ACTIONS						
1. Institutionalize cultures & Language Across the Curriculum (CLAC) Program						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 and Institutionalize Global Connections Certificate						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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
TRAINING & DEVELOPMENT ACTIONS						
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						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total

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
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.						
1. Create and Implement GLO Designation for Courses						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
a) Will be accomplished through efforts of current faculty and staff under the leadership of the QEP Director and Council. No additional cost.	\$-	\$-	\$-	\$-	\$-	\$-
Total	\$-	\$-	\$-	\$-	\$-	\$-
2. Annual Evaluation of Products of Learning for GLO Courses						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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 and Evaluate Annual Global Learning Essay and Global Learning Survey						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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
4. Program Assessment: Tracking of Multiple & Varied Global Learning Opportunities						
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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

Appendices

Global Learning: A World of Opportunities for Appalachian Students

Appendix I: QEP Task Forces, Teams and Council

Topic Selection Task Force Members

Voting Members

Nicole Bennett - Associate Professor, Chemistry
 Tony Carey - Vice Provost for Faculty Affairs, Chair of the Task Force
 James Denniston - Chair, Psychology
 Derek Gagnier - Associate Professor, Theatre and Dance
 Ken Johnson - Assistant Professor, Belk Library
 Bill Harbinson - Professor, Hayes School of Music
 Eva Hyatt - Professor, Marketing
 Donna Lillian - Director, Women's Studies
 Miriam Makhyoun - President, Graduate Student Association
 Kellie Reed-Ashcraft - Associate Professor, Social Work
 Peter Rowe - President, Student Government Association
 Traci Royster - Director, Parent and Family Services
 Glenda Treadaway - Dean, College of Fine & Applied Arts
 Cindy Wallace - Vice Chancellor for Student Development
 Sara Zimmerman - Professor, Curriculum and Instruction

Non-Voting Members

Tim Burwell - Vice Provost for Resource Management
 Pollyanne Frantz - Director, Proposal Development, Research and Sponsored Programs
 Elaine Gray - Instructional Designer, General Education
 Megan Hayes - Director, Marketing Communications
 Terri Lockwood - Director of Programs, Academic Affairs
 Bobby Sharp - Director, Institutional Research, Assessment, and Planning (IRAP)
 Pete Wachs - Associate Director for Assessment, IRAP
 Connie Woolard - QEP Project Manager

Proposal Development Team (PDT)

Voting Members

Tony Carey - Vice Provost for Faculty Affairs, Academic Affairs (Co-Chair)
 Elizabeth Cramer - Associate Professor, Belk Library and Information Commons
 Joy James - Assistant Professor, Health, Leisure & Exercise Science (College of Health Sciences)
 Cindy Liutkus - Associate Professor, Department of Geology (College of Arts & Sciences)
 Jesse Lutabingwa - Associate Vice Chancellor, International Education & Development (Co-Chair)
 Martin Meznar - Assistant Dean, Walker College of Business
 Augusto Pena - Interim Director, Multicultural Student Development (QEP Staff Leader)
 Renee Scherlen - Professor, Government & Justice Studies (QEP Faculty Leader)

Laurie Semmes - Associate Professor, Hayes School of Music
 Alexandra Sterling-Hellenbrand - Director, Global Studies (University College)
 Sara Zimmerman - Professor, Curriculum & Instruction (Reich College of Education)

Non-Voting Members

Kate Brinko - Director, Faculty and Academic Development, Hubbard Programs for Faculty Excellence
 Tim Burwell - Provost for Resource Management, Provost & Executive Vice Chancellor Academic Affairs
 Pollyanne Frantz - Director Graduate, School & Research & Sponsored Programs
 Ken Lewandoski - Executive Director, International Education & Development
 Terri Lockwood - Director of Programs, Academic Affairs
 Mike Mayfield - Vice Provost for Undergraduate Education, Provost & Executive Vice Chancellor Academic Affairs
 Bobby Sharp - Director, Institutional Research, Planning, & Assessment
 Pete Wachs - Associate Director, Institutional Research, Planning, & Assessment

Marketing Team (MT)

Pia Albinsson - Assistant Professor, Marketing
 Bidisha Burman - Associate Professor, Marketing
 Beth Davison - Professor, Sociology
 Megan Hayes - Director, Marketing Communications
 Eva Hyatt - (Co-Chair) Professor, Department of Marketing
 Terri Lockwood - (Co-Chair) Director of Programs, Academic Affairs
 Greg Williams - Technology Support Analyst, Learning Technology Services, Hubbard Programs for Faculty Excellence

Technology Development Team (TDT)

Steve Breiner - (Co-Chair) Director, Learning Technology Services, Hubbard Programs for Faculty Excellence
 Jeff Church - Instructional Technology Consultant, Learning Technology Services, Hubbard Programs for Faculty Excellence
 Deborah Crocker - Professor, Department of Mathematical Sciences
 Jeff Goodman - Practitioner-in-Residence, Reich College of Education
 Mary Beth McKee - Instructional Technology Consultant, Learning Technology Services, Hubbard Programs for Faculty Excellence
 Lisa McNeal - Instructional Developer, Learning Technology Services, Hubbard Programs for Faculty Excellence
 Suzi Mills - (Co-Chair) Associate Professor, Hayes School of Music
 Paul Orkiszewski - Associate Professor, Belk Library and Information Commons
 John Spagnolo - Technology/Curriculum Specialist, Reich College of Education
 Chris Thaxton - Associate Professor, Physics & Astronomy
 Andrea Wawrzusin - Registrar, Office of the Registrar
 Greg Williams - Technology Support Analyst, Learning Technology Services, Hubbard Programs for Faculty Excellence

Faculty and Staff Development Team (FSDT)

Pam Brewer - Assistant Professor, Department of English
 Kate Brinko - (Co-Chair) Interim Director, Hubbard Center
 Rich Campbell - (Co-Chair) Associate Director, University Recreation
 Lynn Gregory - Assistant Professor, Department of Communication
 Mike Kernodle - Professor, Department of Health, Leisure & Exercise Science
 Susan Lappan - Assistant Professor, Department of Anthropology
 Anthony Love - Research Operations Manager, Department of Geology
 Martin Meznar - Assistant Dean, College of Business
 Corinne Smith - Coordinator, Housing & Residence Life
 Paul Wallace - Assistant Professor, Department of Leadership & Educational Studies

Assessment Team (AT)

Elaine Gray - Learning Support Specialist, General Education
 Ken Lewandoski - Executive Director, International Education & Development
 Mary Reichel - Dean of the Libraries, Belk Library and Information Commons
 Renee Scherlen - (Co-Chair) Professor, Department of Government & Justice Studies
 Neva Specht - Associate Dean, Professor of History, and Chair of the University Assessment Council, College of Arts & Sciences
 Pete Wachs - (Co-Chair) Associate Director, Institutional Research, Assessment, and Planning

Leadership Council (LC)

Stan Aeschleman - Professor and Provost & Executive Vice Chancellor Emeritus, Psychology
 Omar Ali - Graduate Student, Business Administration
 Shawn Arthur - Assistant Professor, Philosophy & Religion
 Sally Atkins - Professor, Human Development & Psychological Counseling
 James Barnes - Professor, Government & Justice Studies
 Pat Beaver - Director, Center for Appalachian Studies
 Michael Berger - Graduate Specialist, Higher Education
 Unal Boya - Chair and Professor, Marketing
 Johnny Burleson - Associate Vice Chancellor, University Advancement
 Anthony Calamai - (Co-Chair) Dean and Professor of Physics and Astronomy, College of Arts and Sciences
 Rich Campbell - Associate Director, University Recreation
 Michael Dale - Professor, Leadership & Educational Studies
 Garner Dewey - Associate Dean and Associate Professor, College of Fine & Applied Arts
 Heather Dixon-Fowler - Assistant Professor, Management
 Susan Doll - Assistant Professor, Technology
 Pollyanne Frantz - Director, Graduate School and Research & Sponsored Programs
 Shari Galiardi - Director, Service Learning
 Howard Giskin - Professor, English
 Lillian Goudas - Adjunct Instructor, Art
 Mitchell Greco - Music Department Senator, Graduate Student Association Senate
 Melanie Greene - Professor, Curriculum & Instruction
 Lynn Gregory - Assistant Professor, Communication
 Wesley Gwinn - Member, Student Government Association
 Alan Hauser - Professor, Philosophy & Religion

Holly Hirst - Associate Dean and Professor of Mathematical Sciences, Cratis D. Williams
Graduate School

Michael Howell - Assistant Professor, Social Work

Timothy Huelsman - Director and Professor, Psychology

David Huntley - Director, Watauga Global Community

Megan Johnson - Librarian, Belk Library and Information Commons

Michael Krenn - Professor, History

Ken Lewandoski - Executive Director, International Education & Development

Donna Lillian - Director and Associate Professor, Women's Studies

Cameron Lippard - Assistant Professor, Sociology

Nancy Love - Professor, Government & Justice Studies

Sandra Lubarsky - Director and Professor, Sustainable Development

Meg Marck-Kennedy - Director, Appalachian Overseas Education Program

Paulette Marty - Director of General Education and Associate Professor, Theatre & Dance

Mike Mayfield - Vice Provost for Undergraduate Education, Academic Affairs

Lucinda McCray - Chair and Professor, History

Martin Mezner - Assistant Dean and Professor, College of Business

Diane Mines - Chair and Associate Professor, Anthropology

Ged Moody - Director, University Sustainability

Beverly Moser - Program Director and Associate Professor, Foreign Languages, Literatures, &
Cultures

Patricia Napiorski - Associate Professor, Foreign Languages, Literatures, & Cultures

Tessa Noonan - Graduate Student, Human Development & Psychological Counseling

William Pelto - Dean and Professor, Hayes School of Music

Augusto Pena - Director, Multicultural Student Development

Carol Pollard - (Co-Chair) Professor, Computer Information Systems

Janice Pope - Chair and Professor, Communication

Mary Reichel - Dean of the Libraries and Professor, Belk Library and Information Commons

Susan Roggenkamp - Associate Dean and Professor, College of Health Sciences

Ed Rosenberg - Professor, Sociology

Diana Salazar - Director, International Education & Development

Leslie Sargent Jones - Director, Honors College

Kathleen Schroeder - Chair and Professor, Department of Geography & Planning

Lloyd Scott - Director, Admissions

Laurie Semmes - Associate Professor, Hayes School of Music

Xiarong Shao - Librarian, Belk Library and Information Commons

Bobby Sharp - Director, Institutional Research, Assessment, and Planning

Glenda Treadaway - Dean and Professor, College of Fine & Applied Arts

Alan Utter - Director of Undergraduate Research Program and Professor, Health, Leisure &
Exercise Science

Andrea Wawrzusin - Registrar, Office of the Registrar

Melissa Weddell - Assistant Professor, Health, Leisure & Exercise Science

Stephanie West - Program Coordinator and Associate Professor, Health, Leisure & Exercise
Science

Janet Woods - Lecturer, Accounting

Wendy Xie - Assistant Professor, Foreign Languages Literatures, Cultures

Cathy Ziegler - Technology Analyst, Institutional Research, Assessment, and Planning

Appendix II: QEP handout for units

The handout below was used during Leadership Team visits to campus units in 2011-12. This is an example of communication to promote the QEP and gather feedback.

An Overview of Appalachian's Quality Enhancement Plan Process **Our Topic is "Global Learning: A World of Opportunities for Appalachian Students"**

Primary Goals

- 1) To obtain reaffirmation of accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Appalachian must create and implement a QEP that meets SACSCOC requirements in order to retain accreditation.
- 2) To enhance the global competence of Appalachian students through multiple and varied learning experiences at home and abroad. The core learning outcomes of our QEP are encapsulated in the American Council on Education definition of global learning:

“The *knowledge, skills, and attitudes* that students acquire through a *variety of experiences* that enable them to *understand* world cultures and events; *analyze* global systems; *appreciate* cultural differences; and *apply* this knowledge and appreciation to their lives as citizens and workers.”

Overview of Process

- 1) Timeline and Steps (See illustration #1)
- 2) Organizational Structure

Key Things to Achieve During 2011-2012

- 1) Build Campus Awareness of and Involvement in QEP
- 2) Get Organizational Structure for Plan Development in Place
- 3) Consult Campus Community
- 4) Broaden Participation and Ideas Beyond Original Proposal
- 5) Further Research on Key Components of QEP
- 6) Select QEP Lead Evaluator and Additional Consultants (if any)
- 7) Create and Publish First Full Draft During Spring Semester
 - a. No more than 75 pages of text and 25 pages of appendices
- 8) Have Draft Available for Public Comment Late in Spring Semester

Overview of Key Components and Concepts of “Global Learning” Proposal

- 1) From Global Awareness to Global Competence (See illustration #2)
- 2) Multiple and Varied Learning Experiences

What You Can Do: Levels of Involvement

- 1) Follow the QEP Process and Provide Input When Given the Opportunity
- 2) Agree to Serve on a QEP Committee or Volunteer Yourself for a Committee
- 3) Be an Advocate for the Contributions of You or Your Unit to Global Learning
 - a. Suggest courses
 - b. Suggest strategies for identifying and enhancing “global” courses
 - c. Suggest learning outcomes to enhance students’ global competence
 - d. Suggest faculty and development programs
 - e. Highlight existing academic programs or suggest new ones
 - i. Opportunities for interdisciplinarity
 - f. Highlight existing international experiences, especially in your unit, or suggest new ones
 - g. Suggest technologies that could connect us internationally
 - h. And Many More . . .

Why Global Learning?

Faculty, staff, students, parents, alumni, and friends agree that global learning is important. Some emphasize enhancing the global competence of students as a key to national competitiveness. Others stress global learning as fundamental to better understanding the roles of Americans as citizens of the world. A major reason why an inclusive and engaged task force recommended “Global Learning” as our QEP topic was the group’s conviction that every academic discipline and every area of campus could contribute significantly to the effort. Global learning is relevant for everyone.

To make our QEP more than an accreditation exercise, we need the commitment and enthusiasm that will truly enhance the quality of global education at Appalachian. In these challenging times, the QEP offers an opportunity to pull together as a community to achieve some important things. Please take part in the effort.



Appendix III: Summaries of key indicators

Key Indicators:

QEP is Based on Institutional Mission, Planning, Assessment

Appalachian has historically been a relatively isolated, relatively homogeneous institution. Our Strategic Plan identifies greater diversity and global engagement as institutional needs.

UNC Tomorrow, the previous strategic plan for the University of North Carolina system, as well as the new strategic plan just adopted, emphasize global learning and competitiveness as key goals.

Broad-based topic selection process required Concept Papers and Full Topic Proposals to link to Strategic Plan and best practices.

Topic Selection Task Force with faculty, staff, student, and administrative members sifted through data and weighed proposals against the Strategic Plan in choosing global learning as topic.

An ACE self-study on internationalization at Appalachian conducted in 2009 identified many of the issues addressed in the QEP.

The Office of Institutional Research, Assessment, and Planning and the Office of International Education and Development provided data to document international components in the plans, outcomes, and assessment of units. Strengths, weaknesses, and opportunities were factored into development of the QEP. For example, we are national leaders in short-term, faculty-led study abroad, but are relatively weak in semester-long, faculty-led study abroad; we therefore are focusing on developing the latter to provide opportunities for deeper student engagement abroad.

Public forums, web input, and fifty-two visits to units by the QEP Leadership Team gathered extensive evidence of current practices and problems in global learning. These conversations fed directly into QEP development.

Literature review compared data and practices documented in recent, comprehensive treatments of internationalization and global learning to Appalachian's performance and practices. These comparisons fed directly into QEP development.

QEP assessment plans are based on national models and instruments (in particular a reliance on AAC&U VALUE rubrics, and they dovetail with our established methods of assessing General Education and the best of our assessment practices in existing majors. This meets an institutional need to have consistent, understandable, manageable, and actionable assessment.

The QEP will be a significant element in our new Strategic Plan, which is taking shape this year.

Key Indicators: QEP Focuses on Student Learning Outcomes

The QEP focus statement emphasizes the enhancement of student learning in three areas: global knowledge, intercultural skills, and global citizenship.

The focus statement, learning goals, and learning outcomes were developed through institutional assessment and are based on the stated educational objectives of the University of North Carolina system and Appalachian State University as stated in their strategic plans. The focus statement, learning goals, and learning outcomes furthermore are designed to bring our educational opportunities, practices, and outcomes in line with nationally recommended standards and practices as found in policy statements of major national organizations and publications of leading educators/practitioners in global learning and international education.

Each of the global learning goals has associated with it several specific learning outcomes, which clearly define what knowledge, skills, or attitudes we expect students to display.

The goals and learning outcomes in the QEP reflect conversations in the existing International Education Council over several years, intense discussion in the QEP Proposal Development Team meetings and Leadership Council meetings, and dialogues with dozens of academic and academic support units conducted during the development of the QEP.

Many of the QEP actions require faculty and sometimes staff members to link their QEP courses and activities directly to the focus statement, learning goals, and learning outcomes. Faculty and staff will furthermore use the QEP framework as a basis for developing even more specific, measurable global learning outcome for their courses or activities.

The vast majority of funding in the QEP is directed toward providing students with enhanced learning experiences to improve learning outcomes—for example, increased international scholarship funding and more extensive development for faculty in the most effective pedagogies for study abroad.

Several targeted programs in the Curricular Actions of the QEP reflect high-impact practices known to positively affect student learning.

Key Indicators:**QEP Focuses on Environment Supporting Student Learning**

Greater student learning opportunities at home and abroad are the focus of the QEP.

QEP has clearly identified learning goals and outcomes.

Goals, outcomes, and actions of the QEP linked to clear institutional needs as established in plans, assessment, literature review, and campus-wide dialogue.

Curricular Actions at the heart of the QEP are based on best practices and will be assessed to measure gains in student learning. For example, the Cultures & Languages Across the Curriculum (CLAC) program and the International Teaching Partners (ITP) program in difficult-to-learn languages will provide professors and classes with new ideas and capabilities to enhance learning. Expansions of international service-learning and international student research build upon known high-impact educational practices for promoting student learning.

A key finding of our ACE self-study on internationalization was that our activity was extensive but unfocused and underpublicized. Several of our Actions accordingly focus on making students more aware of learning opportunities and giving them greater opportunities to reflect upon (an educational best practice for critical thinking) and to share (peer-to-peer learning) their knowledge and experiences.

A QEP Action aims at improving library resources and student information literacy in global learning.

QEP Actions aim at improving advising (making it more possible for students to work study abroad into schedules) and providing greater funding for study abroad scholarships.

Faculty and staff development, an integral part of the QEP, emphasizes building knowledge, skills, and connections that will enhance courses and programs. A significant part of the enhancement will come from greater awareness of and ability to design significant learning experiences (as Dr. Dee Fink, and internationally known faculty development expert, and others emphasize) and continuously assess the impact of those experiences on student learning.

Assessment plan combines course-embedded student artifact assessment, use of a general survey instrument on global learning, and multiple means of evaluating changes in institutional opportunities and processes for global learning. A core part of our assessment is based upon AAC&U VALUE rubrics that address student learning.

Appendix IV: Assessment Rubrics

Develop Globally Competent Knowledge Rubric

The below items are designed to assess various knowledge outcomes areas that are evident in student learning artifacts. Please base your ratings on the following scale:

1 = Inadequate; 2 = Minimal; 3 = Moderate; 4= Extensive.

1 Inadequate (Descriptions are inaccurate or poorly developed)	2 Minimal (Describes basic points accurately)	3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)	4 Extensive (Content knowledge is extensive; analyses are sophisticated)
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I. Explains the historical, political, scientific, cultural, and/or socioeconomic interconnections between the United States and the rest of the world

1. Presents basic knowledge of the world (e.g., different countries, past histories, linguistic groups, economic systems, geography, political/economics groupings).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Describes basic global concepts (e.g., political events, major world organizations, major trends such as globalization, the role of non-governmental organizations.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Explores the connections between the US and the rest of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Describes some of the contested assumptions and intellectual debates across the globe that are relevant to their major

1. Discusses how cultural practices (e.g., religious, secular, political, governmental, educational, family structures), beliefs, and values influence assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Explores how cultural practices (e.g., religious, secular, political, governmental, educational, family structures), beliefs, and values shape intellectual debates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Analyzes the dynamics of global transactions as applied to a problem important to their field

1. Discusses principles, theories, and models that underlie global issues, processes, and transactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Describes how global interactions influence problem examined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cultivate Intercultural Competencies Rubric

The below items are designed to assess intercultural competencies that are evident in student's learning artifacts. Please base your ratings on the following scale: 1 = Inadequate; 2 = Minimal; 3 = Moderate; 4= Extensive.

1 Inadequate (Descriptions are inaccurate or poorly developed)	2 Minimal (Describes basic points accurately)	3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)	4 Extensive (Content knowledge is extensive; analyses are sophisticated)
---	--	--	---

I. Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

1. Discusses/analyzes diverse cultural practices (e.g., religious, secular, political, governmental, educational, family structures) critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Discusses/analyzes diverse cultural practices (e.g., religious, secular, political, governmental, educational, family structures) and possible applications to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Analyzes a single issue from multiple perspectives

1. Provides culturally grounded evidence to make points (e.g., recognizes the cultural underpinning of evidence, opinion, and arguments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recognizes the importance and validity of others' perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Foster Globally Competent Citizenship Rubric

The below items are designed to assess globally competent citizenship evident in the student learning artifacts. Please base your ratings on the following scale: 1 = Inadequate; 2 = Minimal; 3 = Moderate; 4= Extensive.

1 Inadequate (Descriptions are inaccurate or poorly developed)	2 Minimal (Describes basic points accurately)	3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)	4 Extensive (Content knowledge is extensive; analyses are sophisticated)
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I. Demonstrates a sense of global interconnections and interdependencies

1. Identifies connections across the global	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Discusses global interdependency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Identifies obligations to people situated both inside and outside their own national borders

1. Discusses obligations to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Explores how and why obligations exist to people outside of national border	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Describes a social problem requiring collective remedies that transcend national borders

1. Describes a social problem requiring international remedy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Explores why problem requires a global remedy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. Identifies some of the ethical and moral questions that underlie a given transaction between countries

1. Identifies ethical issues related to a global interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identifies moral issues related to a global interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix V: Marketing efforts

Key QEP marketing and communication activities involving all constituencies

Representative bodies (Faculty Senate, Staff Senate, Council of Chairs, Deans' Council, Student Government Association, Graduate Student Association, Provost's Council, Board of Trustees) are briefed repeatedly and asked for feedback (2009-13)

QEP Concept Paper and Full Topic Proposal competitions featured website materials and feedback forms, numerous campus-wide emails, flyers, buttons, radio ads, face-to-face feedback forums, several videos (2010-11)

Two marketing classes in the Walker College of Business develop QEP marketing plans (2011)

Hubbard Programs for Faculty Excellence hosts a half-day Global Learning workshop as parts of its "Learning Matters" series, which is integrated into new faculty orientation every year (2011)

Leadership Team visits 52 campus units (2011-12)

QEP open website is repository of information (2010-13)

AsULearn (course management system) used to coordinate actions and disseminate information among six QEP teams, Leadership Council, and other constituents (2011-13)

Continued distribution of emails and flyers, creation of QEP Facebook page, face-to-face feedback forums (2012-13)

Full first draft posted to AsULearn for QEP teams and Leadership Council and on QEP website for general public review and feedback (2012)

Revised draft submitted to SACS and posted on web, along with numerous other "talking points" documents, visual pieces, and videos to explain and promote QEP (2013)

QEP marketing done prior to SACS site visit, utilizing ideas from student-prepared marketing plans (2013)

Appendix VI: Works Cited

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