



REGENT UNIVERSITY



DEVELOPING GLOBALLY COMPETENT CHRISTIAN LEADERS

QUALITY ENHANCEMENT PLAN

JANUARY 20, 2009

Developing Globally Competent Christian Leaders

Quality Enhancement Plan

Regent University

Dates of the on-site review: March 3-5, 2009

Name of the CEO: Dr. M.G. "Pat" Robertson

Accreditation Liaison: Dr. Carle Hunt

QEP Administrative Team

Vice President, Academic Affairs

Dr. Carlos Campo

Associate Vice President, Academic Affairs

Dr. Randall Pannell*

Director, QEP

Dr. Shauna Tonkin*

QEP Committee

Dr. Carle Hunt, (Chair), Professor, Education
Dr. Alan Arroyo, Dean, Education
Dr. Sara Baron, Dean, University Library
Dr. Corne Bekker, Assoc. Professor, GLE
Dr. Sandra Bryant, Assist. Professor, RSU
Mr. Douglas Cook, J.D., Professor, Law
Dr. William Cox, Professor, Education
Dr. Mara Crabtree, Associate Professor, Divinity
Mr. James Davids, J.D., Asst. Dean, Government
Dr. James Downey*, Exec Director, Institutional Effectiveness
Dr. Dail Fields*, Professor, GLE
Dr. Doris Gomez*, Asst. Professor, GLE
Mr. Richard Helsby, student, Communication & the Arts
Ms. Marta Lee*, Associate Librarian
Ms. Susan Martin, Director, Advancement
Dr. Norm Mintle, Assoc. Dean, Communication & the Arts
Dr. John Munday*, Professor, RSU
Dr. Michael Palmer, Dean, Divinity
Dr. Jeff Pittman, VP for Student Services
Dr. Mark Rehfuss, Assoc. Dean, Psychology & Counseling
Dr. Alfred Rovai*, Professor, Education
Ms. Tracy Stewart, VP for Information Technology
Ms. Sherri Stocks, VP for University Marketing & Public Relations
Dr. Bruce Winston, Dean, GLE
Ms. Ginger Zillges*, Exec Director, Center for Teaching & Learning
Ms. Amanda Wynn, Director, Institutional Research

*Members of the QEP report writing team

Table of Contents

QEP Administrative Team ii

List of Tables iv

List of Figures v

1. Executive Summary 1

2. Introduction 2

3. Process Used to Develop Regent University’s QEP 3

4. Identification of the QEP Topic 6

5. Desired Student Learning Outcomes 13

6. Literature and Best Practices 15

7. Actions to be Implemented 24

8. Timeline 27

9. Organizational structure 33

10. Resources 35

11. Assessment Plan 38

Appendix I - Regent University’s Foundational Commitments 61

Appendix II - QEP Needs Assessment – Faculty Survey Results 63

Appendix III - Faculty Needs Assessment 66

Appendix IV - Student Needs Assessment 67

Appendix V - Global Learning Roundtables Assessment Plan 66

List of Tables

<i>Table 1.</i> Relationship of University QEP Objectives to University Strategic Goals	7
<i>Table 2.</i> QEP Student Learning Outcomes	14
<i>Table 3.</i> Regent University's QEP Planning Phase Timeline	27
<i>Table 4.</i> Regent University's QEP Implementation Timeline - Year One	28
<i>Table 5.</i> Regent University's QEP Implementation Timeline - Year Two	29
<i>Table 6.</i> Regent University's QEP Implementation Timeline - Year Three	30
<i>Table 7.</i> Regent University's QEP Implementation Timeline - Year Four	31
<i>Table 8.</i> Regent University's QEP Implementation Timeline - Year Five	32
<i>Table 9.</i> Summary Budget for Regent University's QEP	36
<i>Table 10.</i> Summary of Salaries and Benefits	36
<i>Table 11.</i> Operating Expenses for QEP Activities	37
<i>Table 12.</i> QEP Evaluation Questions	45
<i>Table 13.</i> Processes, Indicators, and Sources for the QEP Formative Assessment (Years One-Five)	48
<i>Table 14.</i> Student Outcomes, Indicators, and Sources for the QEP Summative Assessment	55
<i>Table 15.</i> Faculty Outcomes, Indicators, and Sources for the QEP Summative Assessment	56
<i>Table 16.</i> Faculty Survey Frequency Counts	63
<i>Table 17.</i> Faculty Survey Means	63
<i>Table 18.</i> Results of Paired Sample <i>t</i> -Tests (Values and Skills)	64
<i>Table 19.</i> Student Survey Frequency Counts	64
<i>Table 20.</i> Student Survey Means	65
<i>Table 21.</i> Results of Paired Sample <i>t</i> -Tests (Values and Skills)	65

List of Figures

Figure 1. Regent University’s QEP model..... 8

Figure 2. Development of CTL courses and programs at Regent University. 11

Figure 3. QEP organizational reporting relationships.....34

Figure 4. QEP evaluable program model, Year One.....40

Figure 5. QEP evaluable program model, Year Two.....41

Figure 6. QEP evaluable program model, Year Three.....42

Figure 7. QEP evaluable program model, Year Four.....43

Figure 8. QEP evaluable program model, Year Five.....44

1. Executive Summary

Regent University's Quality Enhancement Plan (QEP) is submitted in partial fulfillment of the requirements for reaffirmation of accreditation through the Southern Association of Colleges and Schools (SACS). This is a five-year initiative designed to impact student learning outcomes and enhance the learning environment in a topic area that relates to the institutional mission and strategic plan. This report outlines the planning process, goals and objectives, organizational responsibilities, budget requirements, and assessment plan for Regent University's QEP.

The goal of Regent University's QEP is to increase the global competence of our students. Global competence is defined by four dimensions: (a) global perspective, (b) intercultural engagement, (c) information literacy, and (d) global leadership. Student learning outcomes and faculty development outcomes are described according to these dimensions of global competence.

The goal of the QEP will be achieved through three primary objectives that align with our mission and strategic focus: (a) increase global learning in academic programs, (b) enhance faculty expertise in global teaching and learning, and (c) become a leading resource for Christ-centered global learning. These objectives address three critical components of the university: curriculum, faculty development, and scholarly research.

The QEP will be assessed in formative and summative ways in accordance with best practices in program evaluation. Student learning outcomes will be measured through the use of standardized instruments, which include the National Survey of Student Engagement (NSSE), the Intercultural Development Inventory (IDI), and the Global Perspectives Inventory (GPI). Additionally, the Office of Institutional Effectiveness will collaborate with faculty and staff to create a Regent University Global Competency Index. This index will generate a total global competency score in addition to subscales for global perspective, intercultural engagement, information literacy, and global leadership.

Regent University's QEP was developed with broad-based support from faculty, staff, students, and administrators. Management of the QEP will continue to rely on input and assistance from individuals throughout the organization. The QEP will impact the entire university community through curricular changes, faculty development programs, and an increased focus on scholarly research related to global competence.

2. Introduction

Regent University was established in 1978 as a Christian graduate institution. The university was founded for the specific purpose of graduating individuals who would not only succeed in their professions, but also advance in the Christian faith, equipped to effectively impact their world. From the beginnings of a single degree program in communications, Regent University now offers over 30 undergraduate and graduate degrees, enrolls nearly 5,000 students in on-campus and online programs, and has more than 10,000 graduates across the globe. In the midst of tremendous growth, Regent's faculty, staff, and students have stayed true to the mission of combining quality education with biblical truth.

At its core, Regent University emphasizes the integration of faith perspectives in the pursuit of higher education. This intersection of faith and learning creates an environment in which students encounter diverse ideas and individuals and are challenged to comprehend and apply the foundational truths of the Christian gospel in developing disciplinary knowledge and expertise. In contrast to secular institutions, Regent University retains a unifying Christ-centered focus in teaching and learning, believing that "Christian perspectives can generate a worldview large enough to give meaning to all the disciplines" (Holmes, 1975, p. 10). As a result, all members of the Regent University community share a calling to make a significant difference as servant leaders in our communities, our nation, and our world.

A marketplace reality is that Regent University graduates will be judged according to their value in a competitive global economy that demands cross-disciplinary thinking and effective collaborative skills. In light of our mission, the university must prepare individuals to serve successfully as leaders in a globalized environment. Their education should equip them to view issues from a Christ-centered, global perspective, possess competence in their academic discipline, and demonstrate servant leadership in their personal and professional activities. In other words, Regent University graduates should be uniquely qualified to serve their communities and their organizations as principled, informed leaders who model Christ-like attitudes and actions.

To this end, the Regent University Quality Enhancement Plan was developed to increase the global competence of our students. Global competence is defined by four dimensions: (a) global perspective, (b) intercultural engagement, (c) information literacy, and (d) global leadership.

We will meet the QEP goal by achieving three primary objectives that address curriculum, faculty development, and scholarly research. These objectives are: (a) increase global learning in academic programs (curriculum), (b) enhance faculty expertise in global teaching and learning (faculty development), and (c) become a leading resource for Christ-centered global learning (scholarly research).

3. Process Used to Develop Regent University's QEP

Regent University's QEP has been developed in the context of our unique heritage and our hopes for the future. These complementary perspectives are grounded in the university's mission and foundational commitments (see Appendix I) and strengthen the sustainability of the QEP initiative.

For 30 years, Regent University has been preparing individuals to serve effectively as leaders in their chosen professions. This has required a steadfast commitment to teaching excellence. In the midst of rapid societal changes, the university has embraced various strategies and methods for addressing student learning needs. The Innovative Educational Initiative (IEI), which was part of our 1999 SACS Reaffirmation of Accreditation process, provided a systematic way for the university to focus on improving teaching and learning outcomes while incorporating technological advancements in our instructional programs. The Center for Instructional Development and Support (now the Center for Teaching and Learning) was created to align the university's dedication to teaching excellence with faculty development activities that support and enhance a culture of learning.

The planning process for the QEP has been shaped by our experience with creating and sustaining programs that have a direct impact on student outcomes. We understand the importance of shared ownership and organizational commitment in the development of a meaningful and realistic plan. We have been able to involve faculty, staff, administrators, and students in the determination of the plan's relevance, breadth of participation, and focus on student learning outcomes. The QEP has also resulted in a strategic alignment with one of the university's core values, which is to develop faculty expertise in teaching and learning. The Center for Teaching and Learning (CTL) is recognized as a central mechanism for administering faculty development programs and will play a leading role in our QEP initiative.

The primary focus for Regent University's QEP emerged from a thorough process that began with a selection of a university-wide QEP committee in September 2006. The QEP committee was composed of faculty, staff, and administrators from all academic and administrative units within the university. Committee members were charged with proposing topics that related to the university mission, and had the potential to impact student learning. During this phase, deans and department heads, as well as committee members, solicited feedback in formal and informal ways through several rounds of questions. The representatives of the various units worked closely with faculty and staff to bring back to the committee a list of suggested topics for consideration.

The committee then ranked the suggested topics and themes based on relationship to the university mission and the frequency of response among all input received. The top five topics included: increase integration of faith and learning, enhance global perspective, improve professional communication skills, increase sense of community for online learners, and create a greater interdisciplinary focus in all degree

programs. Based on feedback from the schools and departments, the topics of “global perspective” and “integration of faith and learning” ranked first and second, respectively, on the list.

These findings were shared with the SACS Executive Steering Committee (SESC), which then presented the top five suggestions to the president for his comments and input. Given the significant element within the university’s mission of “Christian leadership to change the world,” the president stated a preference for a global/international theme.

The SESC relayed the president’s perspective to the QEP committee. The committee members then took the list of ranked topics along with the president’s comments back to their unit constituencies for further discussion and vetting. The result was a recommendation by the committee to the SESC that the international/global theme be further developed into the university QEP.

The SESC presented this recommendation to the university faculty and selected students at the annual faculty retreat in August 2007. The entire day was spent on developing the theme into a more appropriate and feasible topic. This was accomplished through a group process of focused discussions and presentations. The results of this activity were provided to a faculty sub-committee, which then conducted a review of the literature and best practices related to globalization in order to propose how to bring alignment between the international/global topic and QEP criteria.

The literature review was presented to the QEP committee in January 2008, with several recommendations regarding appropriate strategies for narrowing the focus of the topic. The subcommittee was instructed to develop these recommendations in greater detail. As a result, the QEP topic was narrowed to focus on global competence. In March 2008, the QEP committee adopted the goal of increasing global competence of students. The information was shared with the university community through existing channels of communication, such as faculty and staff meetings, departmental meetings, and online newsletters and listservs.

In order to affirm the QEP goal and objectives, faculty and students were surveyed to determine the extent to which Regent University’s QEP topic is valid and justifiable. Each survey contained 13 pairs of questions (26 items assessed on a 5-point Likert scale) designed to elicit value responses and perceived levels of competence. The first item in each pair identifies the level to which the respondent values the outcome, and the second item identifies the level to which the related skills have been achieved. Survey questions addressed each of the four QEP student learning outcomes as follows: (a) global perspective (items 1-10), (b) intercultural engagement (items 11-16), (c) information literacy (items 17-24), and (d) global leadership (items 25-26).

The results of both surveys revealed that existing student knowledge and skills were significantly lower than the level of value expressed for each area. This suggests a valid need to improve student learning outcomes related to global competence. An

analysis of survey results is provided in Appendix II, and copies of each survey are provided in Appendices III and IV.

Based on input received through these feedback processes, the QEP goal, primary objectives, and student learning and faculty development outcomes were defined. Our goal is to increase the global competence of students, which will be accomplished through objectives that focus on curriculum, faculty development, and scholarly research. Student learning outcomes and faculty development outcomes are defined according to four dimensions: (a) global perspective, (b) intercultural engagement, (c) information literacy, and (d) global leadership.

4. Identification of the QEP Topic

As we near the end of the first decade of the 21st century, we recognize that the world has changed dramatically in a short span of time. The rise of communism and the threat of Soviet domination, which shaped the geopolitical landscape throughout much of the 1900s, have waned as radical religious and ethnic groups take center stage to challenge dominant world powers. Global communication, brought on by the advent of digital technologies, has ushered in new ways to link nations and cultures, expanding access to information, markets, and economic opportunities. The influence of international law is increasingly felt within nations. Calls for improved educational standards and accountability are coming from national and international authorities. Environmental problems of global scope generate demands for stronger multinational regulatory controls. Religious and cultural factors have increasing influence across geographical and political boundaries. Business development is organized on a global scale. Not least, cross-national political unions link nations together, as in the European Union.

These changes require responses from established societal structures. Higher education must respond, also, as institutions face challenges to long-held traditions of academic quality, access, and authority. Musil (2006) reported that many colleges and universities acknowledge that their graduates must be prepared for work in a globally interdependent environment. Individuals who are successful in global environments demonstrate global awareness, ethical commitments to individual and social responsibility, and intercultural competency. However, these outcomes are not always emphasized sufficiently in colleges and universities. Students, as well as employers, are calling for curriculum and programs that prepare graduates for intercultural effectiveness in national and international settings.

A major concern is how higher education develops the capacity to provide students with global perspectives as well as the skills and frameworks for understanding different ways of thinking. Consequently, global learning is much more than extending the reach of schools across borders to embrace globally diverse students. Global learning also requires pedagogical changes that integrate global content in academic programs and promote respect for cultural and linguistic diversity.

Preparing graduates to serve successfully in diverse settings has been a focus of Regent University since its beginning, as evidenced by our mission statement:

Our mission is to provide excellent graduate and undergraduate education from a global, biblical perspective in pivotal professions to equip Christian leaders to change the world and to be a leading center of Christian thought and action.

Regent University's commitment to global impact continues. Over 130 international students from 46 countries were enrolled at the university in Fall 2008, and our alumni serve throughout the world as leaders in education, media, business, non-profits, and religious ministries. We seek to respond to contemporary demands for

relevant and significant learning experiences that foster disciplinary expertise and strengthen commitments to Christ-centered servant leadership. In keeping with the university’s mission, our graduates are commissioned to integrate faith and action to serve effectively in chosen professions. This cannot happen without an intentional focus on developing global competence. For this reason, the QEP goal and objectives address the global competence of our students.

This focus is consistent with the university mission and strategic priorities articulated in university’s draft Strategic Plan (FY 2009-2010), which will be presented to the Board of Trustees in April 2009 for approval. Table 1 depicts this relationship. Moreover, the QEP’s ultimate goal of producing globally competent Christian leaders who make a difference in the world is aligned with Strategic Goal #7: Mission Impact – Outstanding, globally engaged servant leaders.

Table 1. Relationship of University QEP Objectives to University Strategic Goals

QEP objective	University strategic goal
1. Increase global learning in academic programs.	Strategic Goal #2: Academics – Outstanding scholarship, academics, and intellectual rigor. Strategic Goal #3: Global Competence – Globally competent faculty, staff, and students.
2. Enhance faculty expertise in global teaching and learning.	Strategic Goal #3: Global Competence – Globally competent faculty, staff, and students.
3. Become a leading resource for Christ-centered global learning.	Strategic Goal #6: Public Service – A global resource for Christian leadership in faith, learning, and action

Regent University’s QEP Model

The essential components of Regent’s QEP are displayed in Figure 1. This diagram portrays the relationship of objectives, strategies, and learning outcomes to the QEP goal. Program objectives will be achieved through targeted strategies, which will be pursued simultaneously throughout the duration of the QEP. Student learning outcomes will be tracked and assessed through standardized instruments and learning activities embedded in the curriculum.



Quality Enhancement Plan Model

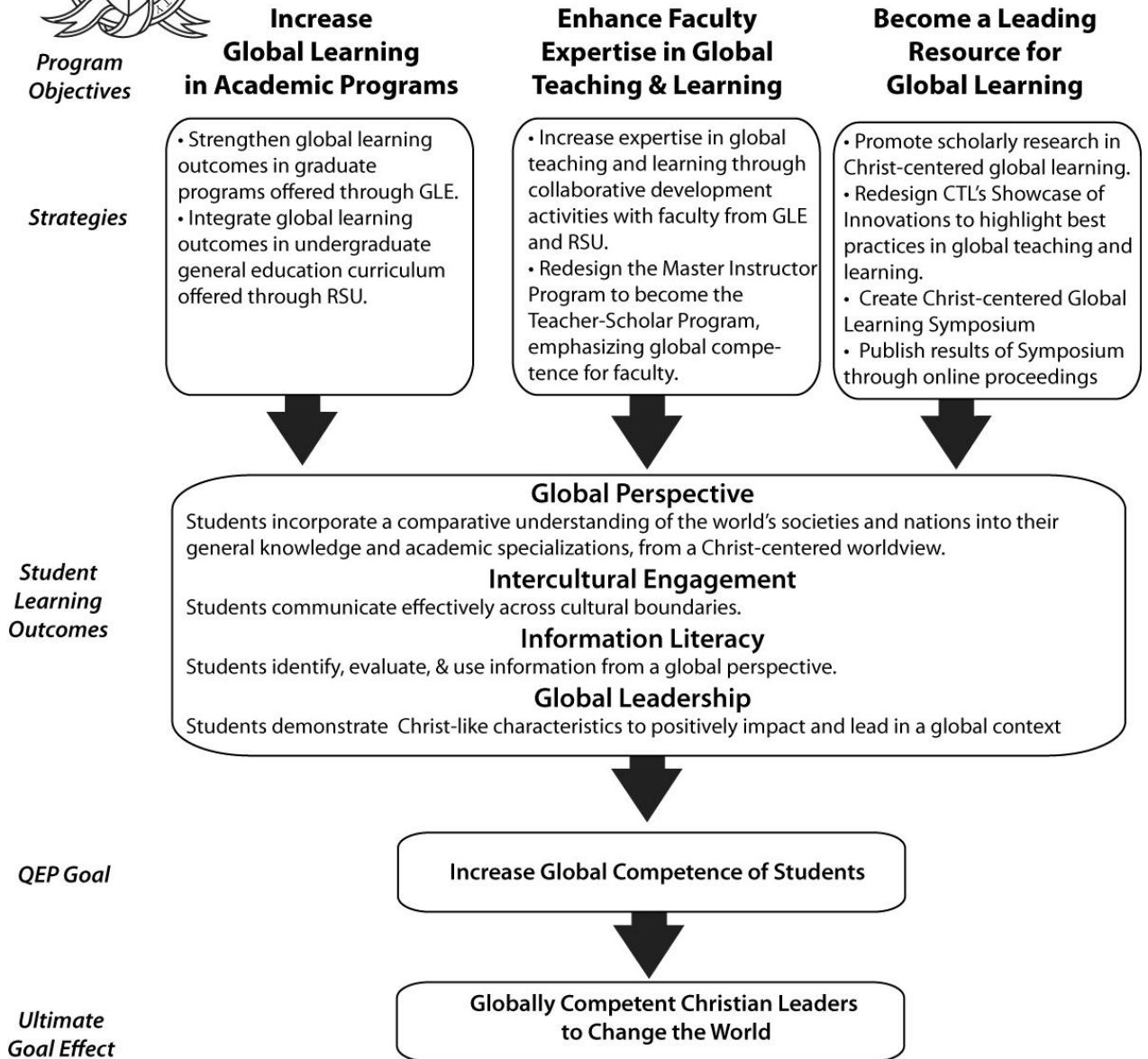


Figure 1. Regent University's QEP model.

Following is a discussion of each QEP objective and the associated implementation strategies portrayed on the QEP Model in Figure 1.

QEP Goal: Increase the global competence of our students

QEP Objective #1: Increase global learning in academic programs (curriculum)

The curriculum is a central feature in any effort to improve student learning. Hovland (2006) stated that “the curriculum is the most critical site for engaging all students with fundamental questions about their changing world” (p. 11). An increasing number of institutions realize that global content must be a core part of a high-quality curriculum, and student learning must be embedded in educational experiences that provide broad perspectives of one’s discipline within a complex, interdisciplinary world (Green & Olson, 2008).

Regent University’s QEP addresses the curriculum through focused strategies at the undergraduate and graduate levels. The general education program for the School of Undergraduate Studies (RSU) and the graduate programs in the School of Global Leadership and Entrepreneurship (GLE) will pilot the QEP curriculum review process. Educational activities mapped to curriculum goals will be developed, implemented, and assessed through standardized instruments as well as school-created rubrics aligned with the QEP student outcomes.

RSU is still developing its programs in contrast to the more established graduate schools at Regent University. Incorporating global competencies in the general education curriculum is a strategic way to ensure that all RSU graduates achieve the QEP outcomes. This establishes baseline expectations for students, and a foundation on which the undergraduate majors may be built in order to enhance global learning goals.

GLE currently incorporates a global framework in their mission, operations, and programs. Graduates of GLE report that their educational experiences have prepared them for effective professional service, yet these results have not been assessed in systematic ways that directly address the QEP global learning outcomes. For this reason, the QEP graduate curriculum initiative will be implemented, tracked, and evaluated in the school that emphasizes global perspectives. The composition of the faculty and the international outreach activities will be enhanced by a greater focus on integrating and assessing the QEP global learning outcomes.

Results of the curriculum strategies implemented in GLE and RSU will be reported to the entire university community on an annual basis. Best practices for integrating global learning in the curriculum will be identified and will be integrated with university policies governing curriculum development and review.

QEP Objective #2: Enhance faculty expertise in global teaching and learning (faculty development)

A globally competent faculty is another key aspect of producing globally competent students. Faculty who gain global understandings of their discipline through teaching, research, and service integrate global perspectives in the classroom. In order to do this, Hovland (2006) stated that faculty members “often find it necessary to play the role of master learner...modeling skills of inquiry and integration” (p. 29). Because the role of faculty is vital in fostering global competence, universities must provide a variety of faculty development opportunities related to global teaching and learning (Green & Olson, 2008).

Faculty development can be categorized in three different ways: (a) the faculty member as a teacher, (b) the faculty member as a scholar and professional, and (c) the faculty member as a person ("What is Faculty Development?," 2008). Regent University's QEP will focus on building faculty global competence in the areas of teaching and scholarship.

Throughout the university's history, faculty, staff, and administration have valued effective and transformative teaching. As a maturing organization, we have placed an increased emphasis on the development of research and scholarly competence in keeping with the purpose of comprehensive universities. Nevertheless, Regent University aspires to be an institution where research directly informs and undergirds excellent and effective teaching. The development of faculty in the area of instructional excellence is a foundational commitment of the university. The Center for Teaching and Learning (CTL) plays a central role in this endeavor.

CTL faculty development programs stem from university and individual school missions, faculty needs, current pedagogy, and effective instructional strategies. CTL staff members stay abreast of new technologies and best practices in university teaching and learning. CTL helps fulfill the university's mission and foundational commitments by developing courses and workshops based on learning theories which focus on student-centered instruction. All programs are designed to teach and model effective instructional strategies while utilizing appropriate educational technology. Figure 2 illustrates how faculty development courses are designed (directed by university initiatives) and delivered.

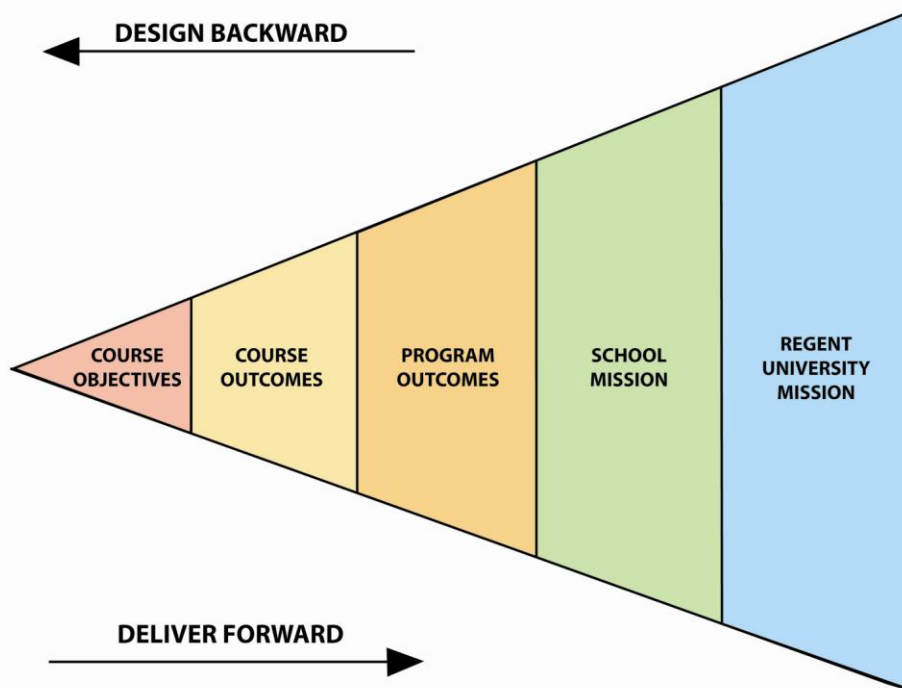


Figure 2. Development of CTL courses and programs at Regent University.

CTL recognizes the importance of keeping faculty and staff abreast of current pedagogical issues and best practices. Through individual consultations, courses on pedagogy, tutorials on using technology, and modeling of effective instructional strategies, CTL promotes an ethic of continuous learning that supports effective teaching and scholarship. Because CTL is a vital part of the academic support framework, it is fitting that faculty development activities related to the QEP be developed in partnership with CTL staff.

CTL, in collaboration with faculty and administration, has designed several programs in support of the QEP. These programs include: (a) collaborative roundtables where faculty discuss issues related to global learning and share best practices and (b) the year-long Teacher Scholar program that will provide advanced information and hands-on activities for qualified faculty to enhance their instructional practice.

QEP Objective #3: Become a leading resource for global learning (scholarly research)

Research is an important function of higher education. The field of global learning is growing rapidly, but there is a need for more systematic, scholarly inquiry into theories, instructional strategies, and best practices that promote global competence.

A collaborative learning environment fosters meaningful inquiry about global issues. Regent University supports various curricular and extra-curricular activities that promote the development of global competence. During the 2008-2009 academic year, various schools and departments sponsored programs with a global focus. To name a

few, The School of Psychology and Counseling offered the Cultural Diversity Lunch Series, which was open to all members of the university community. The Center for Latino Leadership hosted several events during Hispanic Heritage Month, and the Office of International Students directed a variety of activities to celebrate International Education Week. The library, in association with the National Endowment for the Arts, hosted The Big Read, featuring Russian literature, cinema, and culture. The Schools of Divinity, Government, and Global Leadership and Entrepreneurship conducted study tours in Europe, the Middle East, and Africa.

These programs and activities contribute to a robust learning environment, but they do not have a distinct focus on scholarly research related to global competence. Consequently, Regent's QEP emphasizes the development of scholarly research in global teaching and learning. Regent University began to support this effort during this fiscal year by awarding a \$5000 research grant to the University Library. Through this grant library personnel are analyzing the university's collection, and identifying new resources and service models. This is a significant project in terms of assessing the information service support the library can provide on topics related to global competence.

Additional initiatives to support and promote scholarly research include: (a) earmarking a portion of the annual faculty grant fund for proposals that address research in global competence, (b) redesigning CTL's Showcase of Innovations to focus on advancements and best practices in global teaching and learning, (c) hosting a Global Learning Symposium, and (d) publishing the Symposium proceedings in an online format for access throughout the world.

5. Desired Student Learning Outcomes

Olson, Green, and Hill (2006) stated that “institutions must develop sets of global learning outcomes, articulate what would constitute an acceptable level of competence, and specify what evidence to use to demonstrate such learning” (p. 11). They recommended a set of sample learning outcomes, which complements outcomes suggested by Hovland (2006). A summary of these outcomes includes:

1. Demonstrates knowledge of global issues, trends, and systems, and analyze events through an understanding of global contexts.
2. Recognizes that alternate perceptions and behaviors may be based in cultural differences.
3. Communicates and connects with people of different cultures in a range of settings for a variety of purposes.
4. Accepts cultural differences and tolerates cultural ambiguity.
5. Demonstrates an ongoing willingness to seek out international or intercultural opportunities.
6. Willingness to engage in difficult conversations with tolerance of diverse viewpoints.
7. Translates global learning into ethical and reflective practice.
8. Recognizes the impact of global issues on individual lives, and believes individual and collaborative action can influence the world.

Russo and Osborne (n.d.) identified five characteristics of a globally competent student: a) has a diverse and knowledgeable worldview, (b) comprehends global dimensions of one’s chosen field of study, (c) communicates effectively across cultural and linguistic boundaries, (d) demonstrates cultural awareness and adaptability, and (e) carries global competencies throughout life.

Based on these definitions and associated literature, Regent University developed a targeted list of QEP learning outcomes through a reiterative process involving several rounds of discussions with university constituents, including QEP committee members, deans, and administrators. We sought to address knowledge, skills, and dispositions necessary for global competence and to define outcomes that transcend specific programs or disciplines. Table 2 lists the QEP student learning outcomes with sample performance indicators. QEP Student Learning Outcomes will be assessed through standardized instruments and school-specific rubrics that link educational activities and curriculum goals with realistic and measureable descriptions of expected achievement. Specific information about student learning assessment is provided in the Assessment section of this report.

Table 2. QEP Student Learning Outcomes

Student learning outcomes	Sample performance indicators
1. Global perspective: Students incorporate a comparative understanding of the world's societies and nations into their general knowledge, academic specializations, and Christ-centered worldviews	<ul style="list-style-type: none"> • Identifies and analyzes prevailing world social, cultural, religious, and political conditions and trends, and their impact on theory and professional practice • Demonstrates a diverse and knowledgeable worldview • Articulates the ways in which culture contributes to shaping one's worldview. • Analyzes foundational philosophical assumptions and resulting cultural norms of Christianity • Analyzes issues from multiple perspectives
2. Intercultural engagement: Students communicate effectively across cultural and linguistic boundaries	<ul style="list-style-type: none"> • Understands the communication patterns of different world cultures • Communicates and connects with people of different cultures in a range of setting for a variety of purposes • Willingness to engage in difficult conversations with tolerance of diverse viewpoints
3. Information literacy: Students identify, evaluate, and use information from a global perspective	<ul style="list-style-type: none"> • Accesses needed information effectively and efficiently • Evaluates information and its sources critically • Determines whether new knowledge has an impact on one's value system and takes steps to reconcile differences. • Identifies availability of needed information and makes decisions on broadening the information seeking process beyond local or culturally-bound resources • Understands and follows the ethical, legal, and socio-economic issues surrounding information and information technology.
4. Global leadership: Students embrace a Christ-like attitude to positively impact the global community	<ul style="list-style-type: none"> • Translates global learning into ethical and reflective practice • Recognizes the impact of global issues on individual lives, and believes individual and collaborative action can influence the world

6. Literature and Best Practices

Globalization

People around the world are more connected to each other than ever before. Information and money flow seamlessly across borders, goods, and services produced in one part of the world are increasingly available in all parts of the world, international communication and travel are commonplace, and cross-border education is increasing. This phenomenon is often referred to as “globalization” (Porter, 2007).

Baylis and Smith (1997) described globalization as the process of increasing interconnections between societies such that events in one part of the world influence peoples and societies at a distance. Okrah (2004) described a general concept of globalization as the intensification of worldwide relations linking one part of the globe with other parts in ways that are shaped by events occurring in other distant places.

Many problems that were once national are now global, and dangers that once came only from states now come from hostile individuals or from impersonal social trends, such as the consumption of fossil fuels. Richardson (2007) described six trends transforming the world:

1. The rapid rise of Asian economic and military power, particularly in China and India.
2. Fanatical Jihadism bursting from an increasingly unstable and violent Middle East.
3. The growing power and sophistication of criminal networks capable of disrupting the global economy and trafficking in weapons of mass destruction.
4. The re-emergence of Russia as an assertive global and regional player, tempted by authoritarianism and militant nationalism.
5. The globalization of urgent health, environmental, and social problems. Global warming, pandemics, poverty, ethnic conflict, and overpopulation impact geographical regions regardless of national borders.
6. The growth of both global economic interdependence and of global financial imbalances, unaccompanied by the growth of institutional capacities to manage these realities. Globalization has made national economies more vulnerable to resource constraints and financial shocks originating beyond national borders, and growing global demand for energy has the potential to lead to geopolitical tensions or even a global energy crisis.

Recent events in the U.S. and international financial markets reinforce the previous point. Friedman (2008) observed that the meltdown of global financial markets will bring increased globalization, as nations forge new relationships to supply resources for badly damaged economies. Indeed, this worldwide crisis has increased economic integration, making it clear that what happens domestically reverberates on a global scale (Shulz, 2008).

Definitions of globalization are often viewed through discipline-specific perspectives. Scholte (2000) claimed that various definitions can be classified as belonging to one of the following views of globalization:

1. Globalization as internationalization – Globalization is viewed as another adjective to describe cross-border relations between countries. It describes the growth in international exchange and interdependence.
2. Globalization as liberalization – Globalization here refers to a process of removing government-imposed restrictions on movements between countries in order to create an open, borderless world economy. Those who have argued with some success for the abolition of regulatory trade barriers and capital controls often do so under the mantle of globalization.
3. Globalization as universalization – In this use, globalization is the process of spreading various objects and experiences to people at all corners of the earth, such as television and the Internet.
4. Globalization as westernization or modernization – Here globalization is understood as a dynamic, whereby the social structures of modernity are spread the world over, normally destroying pre-existent cultures and local self-determination in the process.

It is also relevant and practical to describe globalization in terms of national economies. For example, the Organization for Economic Cooperation and Development (OECD, 2007) defined globalization as the process whereby domestic product, capital, and labor markets become more integrated across country borders. This view recognizes the reality that nations do have definable geographic and economic borders that govern whether or not a transaction is considered domestic or international in nature.

Winters (2007) noted that the discussion on globalization has become polarized. Some view global trends as a panacea to underdevelopment, poverty, and income inequality. For many, however, globalization has negative connotations, sometimes evoking images of a world full of McDonald's and Nike Shoes, and provoking concerns that include the loss of domestic jobs to other countries that allegedly exploit workers.

Globalization is often used synonymously with the term internationalization; however, Green and Olson (2008) stated that the two terms represent distinctly different, but potentially complementary concepts. Internationalization is linked with culture, politics, and relationships between nation states, while globalization refers to the “flow of ideas, capital, people, and goods around the world in context of diminishing importance of national borders” (p. 3). Globalization prompts greater attention to international issues, as individuals must become more informed about cultures and countries different from their own.

Globalization and Higher Education

The impact of globalization on education cannot be minimized. Questions regarding access, disciplinary knowledge, curriculum, pedagogy, learning standards, language, and funding are more complex and difficult to address in a transnational context. The literature advances terms such as reach, perspective, learning, and competence to define global aspects of education.

Global Reach

Global reach is often regarded as an initiative to increase the access between an organization and current and potential customers through the use of the Internet, often at a lower cost (Haag, 2006). Although mostly related to international business, it can also refer to cross-border education. Labi (2005) reported on quality-assurance guidelines for cross-border higher education by the OECD and the United Nations Educational, Scientific, and Cultural Organization. The guidelines require university programs delivered across borders and in the home country be of comparable quality. The guidelines further suggest that, in addition to maintaining their own quality-control systems, institutions should also “consult ... and respect the quality-assurance and accreditation systems of the receiving country” (p. A41).

Global Perspective

Global perspective is the ability to synthesize differing perspectives and insights into “a coherent understanding of the world, its peoples, and future possibilities” (Musil, 2006, p. 9). Harvey (1976) described five components of global perspective: (a) perspective consciousness, (b) state of the planet awareness, (c) cross-cultural awareness, (d) knowledge of global dynamics, and (e) awareness of human choices.

Case (1993) expanded Harvey’s (1976) concept to include two additional dimensions: substantive and perceptual. He described the substantive dimension as the “knowledge of various features of the world and how it works” (p. 318). This substantive dimension, therefore, can be viewed as the international education component of global education, more of a physical, social, and cultural geography. It provides a foundation upon which to build global perceptual understanding. The perceptual dimension is the essence of Case’s view of global education. He described this as perspectives “that are empathic, free of stereotypes, not predicated on naive or simplistic assumptions, and not colored by prejudicial statements” (Case, p. 318).

Global Learning

The American Council on Education (2006) uses global learning as shorthand for three related kinds of learning: global (denoting the systems and phenomena that transcend national borders), international (focusing on the nations and their relationships), and intercultural (focusing on knowledge and skills to understand and navigate cultural differences). Accordingly, their definition of 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. (p. V)

There is some overlap in discussions of global learning and global competence in terms of defining knowledge, skills, and attitudes. A review of these discussions indicates that global learning is a process or enabling objective that facilitates the achievement of global competence.

Global Competence

Global competence is the integration of knowledge, skills, and dispositions that allow an individual to be effective in a global context. Global competence involves awareness of self and others in the context of varying worldviews, cultures, and communication across socio-economic, political, and cultural boundaries.

Hunter, White, and Godbey (2006) stated that global competence is “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one’s usual environment” (p. 270). The authors maintained that the most critical aspect of global competence is developing an informed understanding of one’s cultural norms and expectations. Global competence is conceptualized as a developmental process that is based on self awareness and involves knowledge of global issues and diverse cultures, as well as open-mindedness and a willing to take risks.

Russo and Osborne (n.d.) identified five characteristics of a globally competent student: (a) has a diverse and knowledgeable worldview, (b) comprehends global dimensions of one’s chosen field of study, (c) communicates effectively across cultural and linguistic boundaries, (d) demonstrates cultural awareness and adaptability, and (e) carries global competencies throughout life.

Deardorff (2006) used the term intercultural competence to describe similar concepts. Intercultural competence includes knowledge of self and others within a context of knowledge about the world. Individuals who are interculturally competent demonstrate cultural empathy and the ability to practice their professions in international settings. Global competence, cross-cultural competence, intercultural competence, and global citizenship are terms that are sometimes used interchangeably, yet Deardorff stated that “it is apparent that consensus has not yet been reached...as to what terminology is best to use” (p. 248).

In spite of the uncertainty about a common term and definition for these related concepts, it is recognized that globally competent individuals know that they impact the world and the world impacts them (Shams & George, 2006). Global awareness is a vital component of global competence, and a person’s knowledge and attitudes are expected to influence behavior. Vulpe, Kealey, Protheroe, and MacDonald (2001) argued that the

real challenge is to move beyond definitions and identify actual behaviors that demonstrate ability.

Information Literacy and Global Competence

Information literacy is a necessary competency for an educated citizenry. Information literacy has been defined as the ability to “recognize when information is needed, and...to locate, evaluate, and use needed information effectively” (Rader, 2002, p. 2). Rader observed that people need information skills to function productively, both personally and professionally. Their ability to use information effectively contributes to building economic and social stability.

Access to information and a variety of communication technologies is essential for promoting understanding across cultures and reducing inequities in culturally diverse environments (Horton & Kaiser, 2008). Garner (2005) stated that information is of little value to people who do not know what information exists or how to access and use it effectively. Consequently, information literacy must incorporate critical thinking and interpretative skills and should be considered within the context of cultural values, societal groups, and personal needs.

The Association of College and Research Libraries (2000) published a comprehensive set of standards and performance indicators, which provides a framework for understanding and assessing information literacy. These standards presume that information literate students will be able to: (a) determine and articulate the need for information, (b) access needed information efficiently and effectively, (c) evaluate information and its sources critically, and incorporate selected information into one’s knowledge base and value system, (d) use information effectively to accomplish a specific purpose, and (e) understand economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Role of Faculty in Global Learning

Faculty in higher education have been witnesses to dramatic social changes. The explosion of new technologies, an increasingly global economy, and changing demographic profiles combine to present challenges to the time-honored traditions of the academy. Former methods of measuring quality and certifying competence, which have been solidified through hundreds of years of practice, have given way to paradigms that emphasize student needs rather than professorial prerogative. In some instances, faculty members find these new ways strange and unfamiliar, even if they do hold potential for improved learning outcomes. Consequently, the wealth of knowledge and experience that seasoned faculty possess are not sufficient without an understanding of teaching and learning in a globalized society.

Due to an increased emphasis on students acquiring skills in multicultural awareness, critical thinking, and real-world preparedness, as well as changes in student demographics and the use of technology, faculty development has become vitally

important in higher education (Murray, 2002). Well-qualified, experienced faculty play a pivotal role in preparing globally competent individuals. Faculty who understand the global dimensions of their disciplines and pursue relationships with diverse colleagues convey these perspectives through their teaching and research. They help shape the learning culture of their institutions and foster connections that transcend local and regional boundaries.

Faculty development can be categorized in terms of three different emphases: (a) the faculty member as a teacher, (b) the faculty member as a scholar and professional, and (c) the faculty member as a person ("What is Faculty Development?," 2008). Faculty development strategies must appeal to an individual's intellectual curiosity without emphasizing deficiencies. Successful programs are built on: (a) ownership, choice, and support; (b) respect for existing knowledge and experiences of participants; (c) a variety of strategies tailored to different levels and interests, (d) alignment with institutional mission; and (e) regular consultation and input from faculty (Green & Olson, 2008).

Globalizing the Curriculum

A well-designed, coherent curriculum is the hallmark of effective educational programs. If preparing globally-competent graduates is acknowledged as one of the chief goals of higher education, the curriculum must be aligned with that outcome. However, Olson and Kroeger (2001) observed that individuals "are not necessarily educated to perceive...global interconnectedness, nor have [they] been educated to make life choices with full awareness of the global implications of [their] choices" (p. 116).

Hovland (2006) stated that global learning is linked with interdependence and is reflected in educational programs that focus on transnational, rather than international questions. Institutions that embrace this value tend to have an array of courses that emphasize global issues and awareness, and best practices point to the need for a vertical integration of global perspectives throughout the program of study.

Green and Olson (2008) discussed various facets of curriculum that address global competence. They referred to this process as "internationalizing the curriculum" and suggested that, properly done, the process yields an "integrated and learner-centered system that fosters intercultural, interdisciplinary, comparative, and global learning" (p. 58). The general education curriculum at the undergraduate level is a key starting point for integrating global competencies and provides an essential foundation for comprehending the global dimensions of one's major field of study.

The following series of questions may be used to analyze curriculum initiatives related to global competencies:

1. In what ways does the discipline lend itself to global perspectives and content?
2. How are global learning outcomes articulated within the program of study?

3. How do the courses and associated educational activities contribute to student outcomes? What is the evidence?
4. How do faculty colleagues in other countries approach the discipline?

Assessing Global Competence

Colleges and universities agree that global competence is an important outcome of learning, yet Hovland (2006) stated that few institutions “have developed comprehensive or integrated approaches to global learning” (p. 15). Olson, Green, and Hill (2006) suggested that this is due, in part, to the difficulty in assessing global attitudes and skills, which are “hard to capture and measure” (p. 12). In order to articulate and develop appropriate assessments for global competence, the authors recommended using a global learning outcomes framework that addresses the following questions:

1. What global knowledge, skills, and attitudes should graduates possess?
2. How will students demonstrate that they have achieved the outcomes?
3. What qualities will differentiate exemplary work from satisfactory work? How can these differences be described in ways that are meaningful to students?
4. What will distinguish our graduates?

Once these questions are addressed and possible learning activities are defined to support these outcomes, a curriculum mapping process enables faculty to analyze current courses and educational experiences to determine program development needs.

Student achievement can be assessed using institution-specific evaluation rubrics, which is often the preferred manner in which to evaluate global competencies. Rubrics are created as part of a curriculum development process that includes mapping academic and co-curricular activities against the global learning outcomes identified by the institution (Olson, Green, & Hill, 2008). In this way, faculty ensure that assessment is shaped by the curriculum and reflects established learning outcomes.

Several commercially-produced assessments are available to measure different aspects of global competence. These can be useful for comparisons between institutions and internal evaluations of student outcomes over time. The National Survey of Student Engagement (NSSE), Intercultural Development Inventory (IDI), and Global Perspectives Inventory (GPI) are standardized instruments that are applicable to Regent’s QEP. These will be used as part of our comprehensive assessment plan. A brief discussion of the NSSE, IDI, and GPI follows.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) collects information about student participation in institutional programs and activities that support learning and personal development. The instrument relies on self-reports to assess the quality of the undergraduate experience, and the survey content “represents student behaviors that are highly correlated with many desirable learning and personal development outcomes of college” (Kuh, 2003, p. 2). The NSSE data is used by institutions to identify aspects of

the educational experience that can be improved and made more consistent with successful practices in undergraduate education.

The NSSE benchmarks student educational experiences through five areas of practice: (a) level of academic challenge, (b) active and collaborative learning, (c) student-faculty interactions, (d) enriching educational experiences, and (e) supportive campus environment.

Several items in the “enriching educational experiences” area of the NSSE relate to interactions with people of other cultures or diverse perspectives. The survey also includes a question about participation in study abroad programs.

Intercultural Development Inventory (IDI)

The Intercultural Development Inventory (IDI) was developed by Hammer and Bennett (Hammer, Bennett, & Wiseman, 2003) and is widely used for measuring basic concepts of intercultural competence. It is a 50-item instrument that assesses one’s basic orientation to cultural difference and the capacity for intercultural competence. It is appropriate for individuals and groups and can be used longitudinally. The IDI is based on the Developmental Model of Intercultural Sensitivity (DMIS), which provides a structure for understanding how people experience cultural differences (Bennett, 2004). Six stages describe how a person sees, thinks about, and interprets events happening around them from an intercultural-difference perspective. The DMIS highlights how a person’s cultural patterns both guide and limit their experience of cultural differences.

The first three stages of the DMIS are categorized as “ethnocentric” and are labeled denial of differences, defense against differences, and minimization of differences. The second three stages are categorized as “ethnorelative” and include acceptance of differences, adaptation to differences, and integration of differences.

Hammer et al. (2003) reported that the DMIS “is largely supported by testing associated with the development of the IDI” (p. 441) and that the IDI can be used to assess training needs related to intercultural competence, as well as to evaluate programs.

Global Perspectives Inventory

The Global Perspectives Inventory (GPI) is designed to measure an individual’s global perspective, with an emphasis on global and cultural influences. The inventory has 46 items plus several biographical questions. The GPI provides self-reports of participants’ perspectives in three domains of global competence: cognitive, intrapersonal, and interpersonal. The cognitive domain includes the dimensions of knowing and knowledge. The intrapersonal domain includes the dimensions of identity and affect, and the interpersonal domain includes the dimensions of social interactions and social responsibility. The results of the GPI provide a holistic view of student learning and development related to global competence (Braskamp, 2008) and can be

used for such purposes as program evaluation and freshman-to-senior gains (Braskamp, Braskamp, & Merrill, 2008).

Summary

The research related to global competence has shaped every facet of Regent University's QEP from identifying the topic to defining and evaluating learning outcomes. Our student outcomes were developed from a synthesis of the literature presented in this section.

The QEP objectives of curriculum, faculty development, and scholarly research align with best practices in promoting and sustaining global competence initiatives. The use of standardized instruments and evaluation rubrics mirrors assessment strategies recommended by leading voices such as the Association of American Colleges and Universities and the American Council of Education. The implementation strategies involve members across the community and lay a foundation for emphasizing global competence as a defining characteristic of Regent University.

7. Actions to be Implemented

The Regent University QEP encompasses three primary objectives for strengthening global competence. Each objective will be achieved through targeted actions or strategies, as outlined below. Additional details regarding the implementation and assessment of each strategy is provided in the Assessment section of this report.

Objective #1: Increase global learning integration in academic programs

Strategy: Strengthen global learning outcomes in graduate programs offered through the School of Global Leadership & Entrepreneurship (GLE)

A GLE faculty steering committee began meeting in Fall 2008 to review program curriculum related to QEP student outcomes. The committee is in the process of mapping each program's curriculum to the student learning outcomes, and creating a rubric that will be used to assess global learning. This process will be completed in Spring 2009, and curriculum modifications will be implemented beginning in Fall 2009.

Strategy: Integrate global learning outcomes in undergraduate general education curriculum offered through the School of Undergraduate Studies (RSU)

RSU faculty will begin a curriculum review process in Spring 2009 to identify educational activities and assessments related to global competence. Their process will be informed by activities conducted by the GLE steering committee. Curriculum modifications will be implemented beginning in Spring 2010.

Objective #2: Enhance faculty expertise in global teaching & learning

Strategy: Increase expertise in global teaching and learning through collaborative development activities with faculty from GLE and RSU

During Fall 2008, the staff of the Center for Teaching and Learning (CTL) consulted with faculty from GLE and RSU to determine specific activities for developing faculty competence in global teaching and learning. Beginning in Spring 2009, CTL will conduct the first Global Learning Roundtable to highlight current issues and best practices in global teaching and learning. GLE and RSU faculty will be the primary audience, but the event will be open to faculty, staff, and students. Using the QEP definition of global competence, the Roundtable will address questions such as: (a) How can faculty promote global competence through their teaching and research? (b) What are some best practices in global teaching and learning that are implemented at Regent? and (c) How does our Christian worldview inform our definition of global competence? An assessment plan for the Roundtables will guide data collection and analysis. This plan is provided in Appendix V of this report. Findings from the 2009 Roundtable will be published online as learning objects for faculty use, and feedback from participants will be used to develop the Roundtable as an annual event.

Strategy: Redesign the Master Instructor Program to become the Teacher-Scholar Program, emphasizing global competence for faculty

Regent's Master Instructor Program (MIP) has been conducted by CTL for nearly 10 years. The program's format has been one in which approximately 12 faculty members, over the course of an academic year, meet face-to-face to share their thoughts, research, and approach to teaching in brief presentations followed by discussion. Each session is 1-1/2 hours in length and participants meet twice a month. Post-MIP surveys have revealed that participants greatly appreciate the collegiality fostered by the MIP experience, but several expressed disappointment that MIP did not define and pursue teacher/scholar competencies. The QEP provides an opportunity for CTL to redesign MIP, increasing alignment with university mission and faculty expectations for competence in global teaching and learning. CTL staff has done preliminary work to define possible structures and objectives for the Teacher-Scholar program. This work will continue throughout the 2009-2010 academic year. The new program will be launched in Fall 2010.

Objective #3: Become a leading resource for global learning

Strategy: Promote scholarly research in Christ-centered global learning through faculty research grants

The Vice President for Academic Affairs, in consultation with the Faculty Senate, awards faculty research grants during each spring semester. Beginning with the Spring 2010 award cycle, one-third of the grant monies will be awarded to faculty proposals that target global teaching and learning. This allocation will continue through the duration of the QEP, and research results will inform the planning processes for the CTL Global Roundtable, the Teacher-Scholar program, CTL's Showcase of Innovations, and the Global Learning Symposium.

Strategy: Redesign CTL's Showcase of Innovations to highlight best practices in global teaching and learning

Each year CTL hosts the Showcase of Innovations, a signature event that highlights faculty achievements in teaching and learning. In Fall 2011, the Showcase of Innovations will be redesigned to promote advancements in global teaching and learning. Faculty research projects, instructional technologies, and current best practices that support the development of global competence will be featured, and the proceedings will be made available through online venues.

Strategy: Create Global Learning Symposium and publish results of Symposium through online proceedings

Building on the initiatives to increase high-quality research in global teaching and learning, Regent University will launch an annual Global Learning Symposium in Fall 2012. A call for papers will be disseminated through professional affiliations,

such as the Council for Christian Colleges and Universities and the Virginia Tidewater Consortium for Higher Education, through trade publications, and through alumni networks. Plenary sessions will be produced for live webcasting and archived for use as learning objects. Proceedings from the Global Learning Symposium will be edited and made available for online access in Spring 2013.

8. Timeline

Tables 3-8 present the timeline for Regent University's QEP, including events that occurred in the planning phase of this project, as well as projected dates for implementing each strategy related to QEP objectives. Additional details regarding implementation and evaluation are provided in the Assessment section of this report.

Table 3. Regent University's QEP Planning Phase Timeline

Date	Action
Fall 2006	QEP Committee established. QEP development process announced. University-wide input sought for topic identification. Five topics chosen after several rounds of data gathering.
Spring 2007	Possible QEP topics presented to president. Topic announced by QEP Committee.
Fall 2007	QEP Committee conducted faculty/staff/student retreat to solicit additional input and refine topic. Results communicated to university community, and feedback gathered by QEP Committee related to possible strategies and activities for QEP implementation.
November 2007	QEP Committee appoints sub-committee to conduct literature review in support of QEP topic.
January – March 2008	Sub-committee presents literature review to QEP Committee. Additional refinements made to QEP topic based on literature review. QEP marketing sub-committee appointed.
April 2008	QEP model presented to university community through faculty/staff meetings, QEP newsletter, and Board of Trustees presentation.
June – July 2008	QEP model presented to external consultants for review and input. Revisions incorporate recommendations from consultants.
September 2008	QEP update presented at faculty retreat. QEP marketing plan launched. GLE faculty and CTL staff begin planning process for curriculum revisions and faculty development activities.
January 2009	QEP Report submitted to SACS.

Table 4. Regent University's QEP Implementation Timeline - Year One

Date	Action
January 2009	Academic Affairs administers the Global Perspectives Inventory (GPI) to sample group of students and faculty.
January – April 2009	RSU conducts NSSE with sample group of freshmen and seniors.
January – May 2009	GLE determines curriculum revisions for graduate programs; gains approval from Academic Affairs (if required).
January 2009	RSU begins curriculum review for general education courses.
February 2009	CTL conducts Global Learning Roundtable.
March – April 2009	CTL evaluates results of Global Learning Roundtable, and disseminates information the university community
April 2009	RSU administers Intercultural Development Inventory (IDI) to graduating seniors.
August 2009	RSU administers IDI and GPI to incoming freshmen.
August 2009	GLE begins teaching revised curriculum.
September 2009	CTL begins developing Teacher-Scholar program.
October 2009	QEP update provided to university community and Board of Trustees.
December 2009 – January 2010	QEP Director prepares Year One status report.

Table 5. Regent University's QEP Implementation Timeline - Year Two

Date	Action
January – May 2010	RSU submits revisions for general education curriculum for Academic Affairs approval.
January – April 2010	RSU conducts NSSE with sample group of freshmen and seniors.
January – May 2010	GLE conducts curriculum review and makes necessary modifications for Fall 2010.
February 2010	CTL conducts Global Learning Roundtable.
March – April 2010	CTL evaluates results of Global Learning Roundtable, and disseminates information the university community
April 2010	Academic Affairs announces grant awards for global learning research.
April 2010	RSU administers IDI and GPI to graduating seniors.
August 2010	RSU administers IDI and GPI to incoming freshmen.
August 2010	RSU begins teaching revised general education curriculum.
Fall 2010	CTL launches Teacher-Scholar program.
October 2010	QEP update provided to university community and Board of Trustees.
December 2010 – January 2011	QEP Director prepares Year Two status report.

Table 6. Regent University's QEP Implementation Timeline - Year Three

Date	Action
January – May 2011	RSU conducts curriculum review and makes necessary modifications for Fall 2011.
January – April 2011	RSU conducts NSSE with sample group of freshmen and seniors.
January – May 2011	GLE conducts curriculum review and makes necessary modifications for Fall 2011.
February 2011	CTL conducts Global Learning Roundtable.
March – April 2011	CTL evaluates results of Global Learning Roundtable, and disseminates information the university community
April 2011	Academic Affairs announces grant awards for global learning research.
April 2011	RSU administers IDI and GPI to graduating seniors.
Summer 2011	CTL assesses Teacher-Scholar program; makes revisions as necessary.
August 2011	RSU administers IDI and GPI to incoming freshmen.
Fall 2011	CTL hosts Showcase of Innovations.
Fall 2011	CTL offers Teacher-Scholar program.
October 2011	QEP update provided to university community and Board of Trustees.
December 2011 – January 2012	QEP Director prepares Year Three status report.

Table 7. Regent University's QEP Implementation Timeline - Year Four

Date	Action
January – May 2012	RSU conducts curriculum review and makes necessary modifications for Fall 2012.
January – April 2012	RSU conducts NSSE with sample group of freshmen and seniors.
January – May 2012	GLE conducts curriculum review and makes necessary modifications for Fall 2012.
February 2012	CTL conducts Global Learning Roundtable.
March – April 2012	CTL evaluates results of Global Learning Roundtable, and disseminates information the university community
April 2012	Academic Affairs announces grant awards for global learning research.
April 2012	RSU administers IDI and GPI to graduating seniors.
August 2012	RSU administers IDI and GPI to incoming freshmen.
Fall 2012	Regent University hosts Global Learning Symposium.
Fall 2012	CTL offers Teacher-Scholar program.
October 2012	QEP update provided to university community and Board of Trustees.
December 2012 – January 2013	QEP Director prepares Year Four status report.

Table 8. Regent University's QEP Implementation Timeline - Year Five

Date	Action
January – May 2013	RSU conducts curriculum review and makes necessary modifications for Fall 2013.
January – April 2013	RSU conducts NSSE with sample group of freshmen and seniors.
January – May 2013	GLE conducts curriculum review and makes necessary modifications for Fall 2013.
February 2013	CTL conducts Global Learning Roundtable.
March – April 2013	CTL evaluates results of Global Learning Roundtable, and disseminates information the university community
March 2013	Global Learning Symposium proceedings published.
April 2013	Academic Affairs announces grant awards for global learning research.
April 2013	RSU administers IDI and GPI to graduating seniors.
August 2013	RSU administers IDI and GPI to incoming freshmen.
Fall 2013	CTL offers Teacher-Scholar program.
October 2013	QEP update provided to university community and Board of Trustees.
December 2013 – January 2014	QEP Director prepares final QEP Report for submission to SACS.

9. Organizational structure

General oversight of Regent University's QEP will be managed under the authority of the Vice President for Academic Affairs (Dr. Carlos Campo). The following individuals will be responsible for implementing and assessing the QEP.

QEP Director (Dr. Shauna Tonkin) – Directs day-to-day activities related to QEP, manages QEP budget, and prepares annual and final QEP reports; reports directly to the VP for Academic Affairs. Chairs the QEP Advisory Committee. Consults and collaborates with the VPs for Information Technology, Finance, and Student Services; Executive Directors of Institutional Effectiveness (IE) and the Center for Teaching and Learning (CTL); and the deans and faculty of the schools of Global Leadership and Entrepreneurship (GLE) and Undergraduate Studies (RSU).

Executive Director, IE (Dr. James Downey) – Directs assessment activities of the QEP; reports directly to the VP of Academic Affairs. Consults and collaborates with the QEP Director and the Executive Director, CTL, as well as the deans and faculty of the schools of Global Leadership and Entrepreneurship (GLE) and Undergraduate Studies (RSU).

Executive Director, CTL (Ms. Ginger Zillges) – Directs faculty development activities for the QEP; reports directly to the VP of Academic Affairs. Consults and collaborates with the QEP Director and the Executive Director, IE, as well as the deans and faculty of the schools of Global Leadership and Entrepreneurship (GLE) and Undergraduate Studies (RSU).

Dean, GLE & Executive Director, RSU (Dr. Bruce Winston & Ms. Tracy Stewart) – Direct curriculum initiatives for the QEP; reports directly to the VP of Academic Affairs. Consult and collaborate with the QEP Director and the Executive Directors of IE and CTL.

Director, Institutional Research (Ms. Amanda Wynn) – Directs research activities in support of the QEP; reports directly to the VP for Information Technology. Works in close partnership with the Executive Director, IE, and collaborates with the QEP Director, Executive Director, CTL, and deans in data-collection and institutional research requirements.

Vice President, Information Technology (Ms. Tracy Stewart) – Provides direction for the Director, IR, related to research and technology functions in support of the QEP. Consults with the VPs of Academic Affairs, Student Services, and Finance, and the QEP Director.

Vice President, Finance (Mr. Dean Wooten) – Provides guidance for the budgetary aspects of the QEP. Consults with the VPs of Academic Affairs, Student Services, Information Technology, and the QEP director.

Vice President, Student Services (Dr. Jeff Pittman) – Provides consultation for student services issues related to QEP. Consults with VPs of Academic Affairs, Finance, Information Technology, and the QEP Director.

QEP Advisory Committee – Provides advisory guidance and assistance for the ongoing implementation and assessment of the QEP; assists in preparing the annual and final QEP reports. The committee meets monthly during the first year of the QEP and bi-monthly thereafter for years 2-5. The QEP Director serves as committee chair, and members include the Executive Directors of IE and CTL; the Director of IR; faculty representatives from GLE, RSU, and the Library; a staff representative from Student Services; student representatives from GLE, RSU, and International Student Organization; and two at-large faculty members.

Figure 3 displays reporting relationships relative to implementing and assessing the QEP successfully.

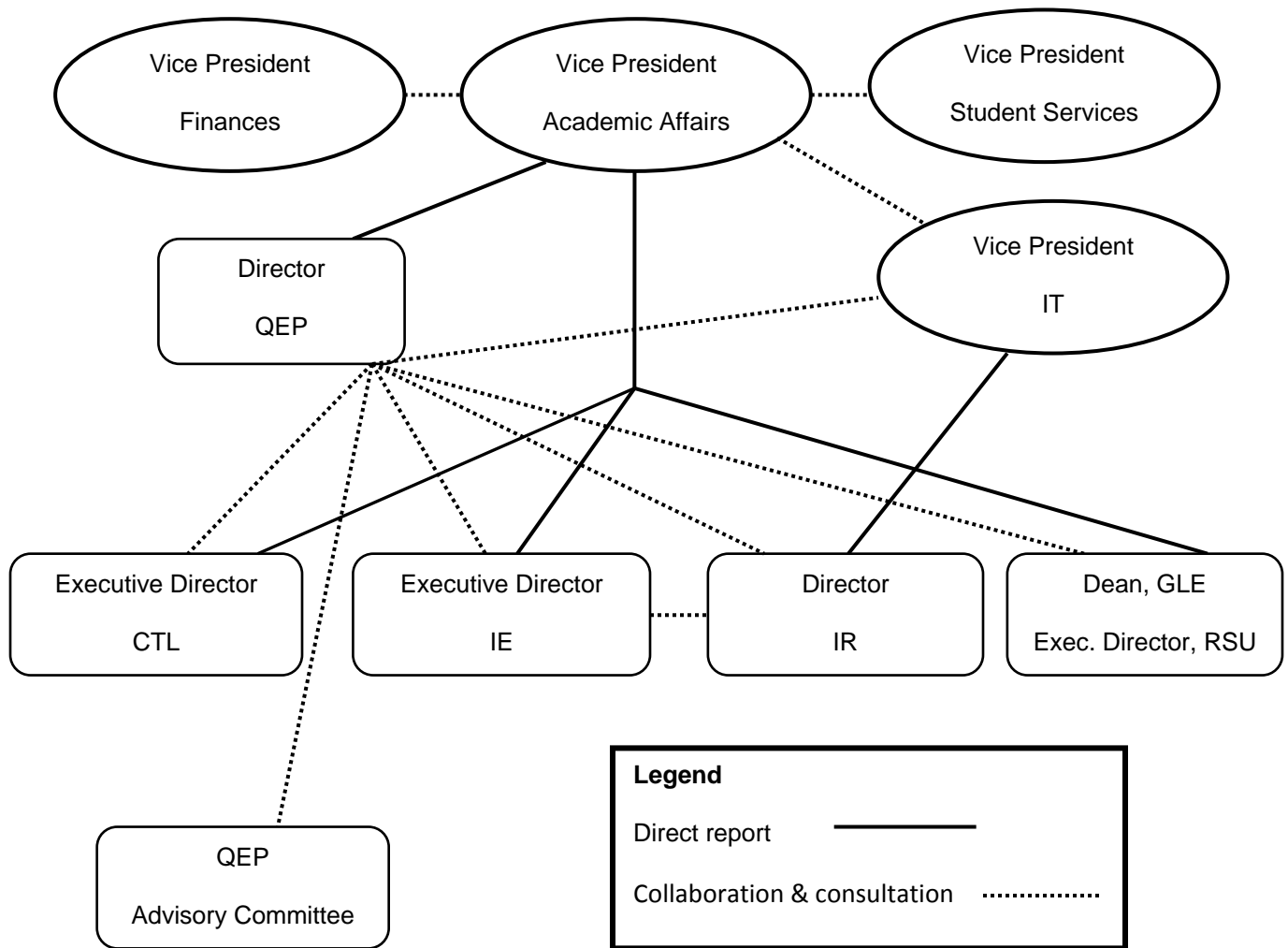


Figure 3. QEP organizational reporting relationships.

10. Resources

The budget for the Regent University QEP represents a significant investment of personnel and material resources in order to successfully implement and sustain the initiative over time. Cost centers were created and expenses calculated for the following program activities: (a) assessment, (b) annual Global Learning Roundtable, (c) faculty research grants, (d) Teacher-Scholar program, (e) Showcase of Innovations, (f) Global Learning Symposium, and (g) Global Learning Symposium proceedings. An additional cost center was created to track administrative and management costs. These costs include training and development to manage and implement the QEP, library resources, administrative support for faculty research grants, and QEP-related travel.

QEP funds come from the university operating budget. In some cases existing resources have been redirected to launch and manage the QEP. This includes salaries and benefits for full-time employees assigned to lead the QEP. Each QEP activity obligates the university to provide some new funding in order to successfully implement the plan. We project that revenue from conference fees will fund the costs of conducting the Global Learning Symposium and publishing the proceedings. The budget was created with no expectation of additional outside funding, yet we anticipate the opportunity to apply for grants related to global teaching and learning throughout the life of the QEP.

A summary of the QEP budget is provided in Table 9. It is important to note that the implementation documents for the QEP are arranged according to the calendar year. The budget information is presented in accordance with the university's fiscal year calendar which is July 1-June 30. The QEP budget Year 1 incorporates expenses for the final 6 months of the planning phase and implementation costs for January 1–June 30, 2009.

Table 9. Summary Budget for Regent University's QEP

Expenditure	Year 1 FY 09	Year 2 FY 10	Year 3 FY 11	Year 4 FY 12	Year 5 FY 13	Total	%
Advertising & Marketing	500	-	-	4,000		4,500	0%
Assessments	5,000	7,000	9,000	12,000	14,000	47,000	5%
Honoraria	-	-	-	-	10,000	10,000	1%
Hospitality	600	624	649	1,175	4,702	7,750	1%
Academic & administrative supplies	7,550	5,800	18,600	22,750	29,025	83,725	7%
Training & Development	2,600	1,000	2,300	2,500	2,300	10,700	1%
Travel/Lodging	2,820	1,800	12,400	11,800	15,400	44,220	4%
Salaries & Benefits	220,754	122,433	144,565	151,048	162,985	801,585	81%
Total	239,824	138,657	187,514	205,273	238,412	1,009,680	100%

Salaries and benefits include: costs for full-time employees who have ongoing management responsibilities for the QEP; stipends for faculty who participate in the Teacher-Scholar program; and administrative support for faculty research grants, the Global Learning Symposium, and the Symposium proceedings. Table 10 displays the percentages of wages and benefits that are allocated for full-time employees who have ongoing responsibilities for implementing and managing the QEP. Other personnel costs will be managed by faculty load and work adjustments within particular schools and departments (e.g., CTL, GLE, and RSU).

Table 10. Summary of Salaries and Benefits

QEP role	Year 1	Years 2-5
Director, QEP (Tonkin)	.75	.50
Associate VP, Academic Affairs (Pannell)	.15	.05
Executive Director, IE (Downey)	.15	.15
Executive Director, CTL (Zillges)	.15	.15
Assessment Consultant (Rovai)	.20	.05
Director, IR (Wynn)	.00	.15

Table 11 provides a summary of operating expenses categorized according to QEP activity.

Table 11. Operating Expenses for QEP Activities

QEP activity	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Administration & Management	11,820	7,200	9,600	8,600	10,475	47,695
Global Roundtable	1,750	1,774	1,849	1,875	1,952	9,200
Assessments	5,500	7,250	9,250	11,250	13,250	46,500
Faculty research grants			21,000	21,000	21,000	63,000
Teacher-Scholar program			1,250	1,250	1,300	3,800
Showcase of Innovations				2,200	2,200	4,400
Global Symposium				8,250	24,250	32,500
Symposium Proceedings					1,000	1,000
TOTAL operating expenses						208,095

11. Assessment Plan

Introduction

The primary purpose of this assessment plan is QEP improvement, most importantly in the areas of teaching and learning. Accordingly, it aims to identify areas of needed improvement in QEP implementation and student learning outcomes by evaluating both QEP processes and outcomes. It is designed to determine the extent to which students in the undergraduate program and GLE graduate programs are acquiring the skills, knowledge, and attitudes expected of globally competent individuals. The university will use this information to target adjustments and improvements to QEP processes and to assess resultant changes in student learning outcomes. Both quantitative and qualitative data, using both direct and indirect measures, will be collected and analyzed.

The QEP Director, working jointly with the Vice President for Academic Affairs, the Executive Director for Institutional Effectiveness, the Director of Institutional Research, the Executive Director of CTL, and the deans and faculty of RSU and GLE, has the overall responsibility of insuring that the QEP goal and objectives are being achieved. The Office of Institutional Effectiveness will assist with the development, administration, and analysis of assessment tools that contribute to program evaluation. Faculty participation is a critical part of this plan, from identification of standards through administration of assessment instruments, and consideration of results to strengthen the curricula.

This assessment plan is designed to measure processes and outcomes for each of the QEP objectives. In some cases this will include specific measures of success such as number of training sessions offered, number of participants, and relevant publications. In other cases the process is more developmental as standardized instruments and university-created rubrics will be used to identify baseline information for benchmarking. As the university develops credible information it will be able to adjust the assessment strategy to better gauge the achievement of desired outcomes. It is also important to include program evaluation and assessment from outside reviewers, and this is described below. The plan addresses activities directed both at the faculty and the students. However, in all cases the ultimate aim is to improve overall global competency of students.

Guiding Principles

Educational program evaluation is a systematic process designed to enable one to answer important questions about a program while it is being implemented and once it has been completed. Formative evaluation is carried out while the program is underway and, together with program monitoring, provides information on the success of the plan and any unexpected barriers to implementation. Data from a formative evaluation are fed back into the program while it is still underway to facilitate continuous improvement monitoring. A summative evaluation is conducted at the end of program implementation

to assess program outcomes and impact. Generally, a summative evaluation alone is not sufficient for most educational programs because it does not provide information about why the program did or did not work effectively. For this reason, most educational program evaluations use a combined formative and summative approach.

The QEP assessment plan presented incorporates both formative and summative components. The formative evaluation is important in order to have a flexible plan that can be changed as needed based on intermediate assessment. Summative evaluations allow for overall assessment of program success and will likely lead to further development of global competence initiatives at the university. Accordingly, the following three evaluation questions will inform this combined formative and summative QEP evaluation:

1. Is the QEP completing the activities it should be and, if so, how well?
(Formative)
2. How can the QEP be improved? (Formative)
3. To what degree are QEP objectives being met? (Summative)

Evaluable Program Model

The QEP Evaluable Program Model consists of the logical arrangement of the key QEP processes and outcomes that are to be evaluated, and facilitates an assessment of the plausibility of the program. The model is similar to but not necessarily the same as an action plan, as an action plan also frequently includes supporting activities and processes that are not evaluated. The use of this model originates in the work of Wholey (1979) and his concept of an evaluability assessment. The model depicts the logic of the QEP and shows how QEP implementation is perceived. It is especially important for the formative evaluation as it identifies the key processes that are to be evaluated. Wholey maintained that that use of such models increases the likelihood that evaluations will provide timely, relevant, and responsive evaluation findings for decision makers.

Figures 4-8 depict the QEP Evaluable Program Model with timelines for the 5 years of QEP implementation. This model identifies key program processes (for the formative evaluation) and outcomes (for the summative evaluation) that should be included in the evaluation study. Preconditions to evaluation and inclusion of processes and outcomes in the model include: (a) program processes and outcomes are well defined and can be implemented in a prescribed manner, (b) processes and outcomes are clearly expressed and agreed-upon, and (c) causal linkages are plausible. The QEP Evaluable Program Model was discussed with and agreed to by key QEP University stakeholders who sponsor and participate in QEP implementation and assessment.

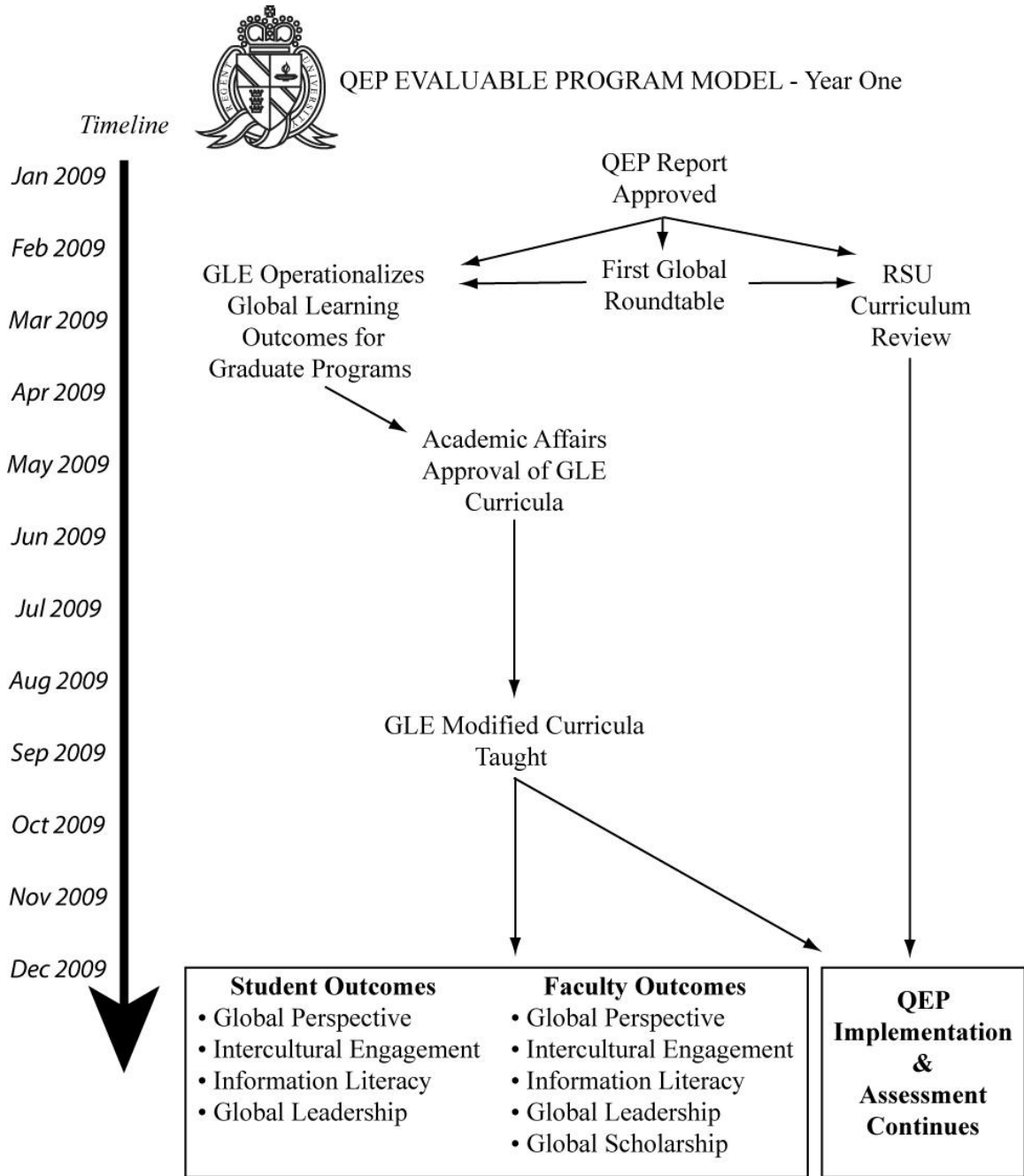


Figure 4. QEP evaluable program model, Year One.

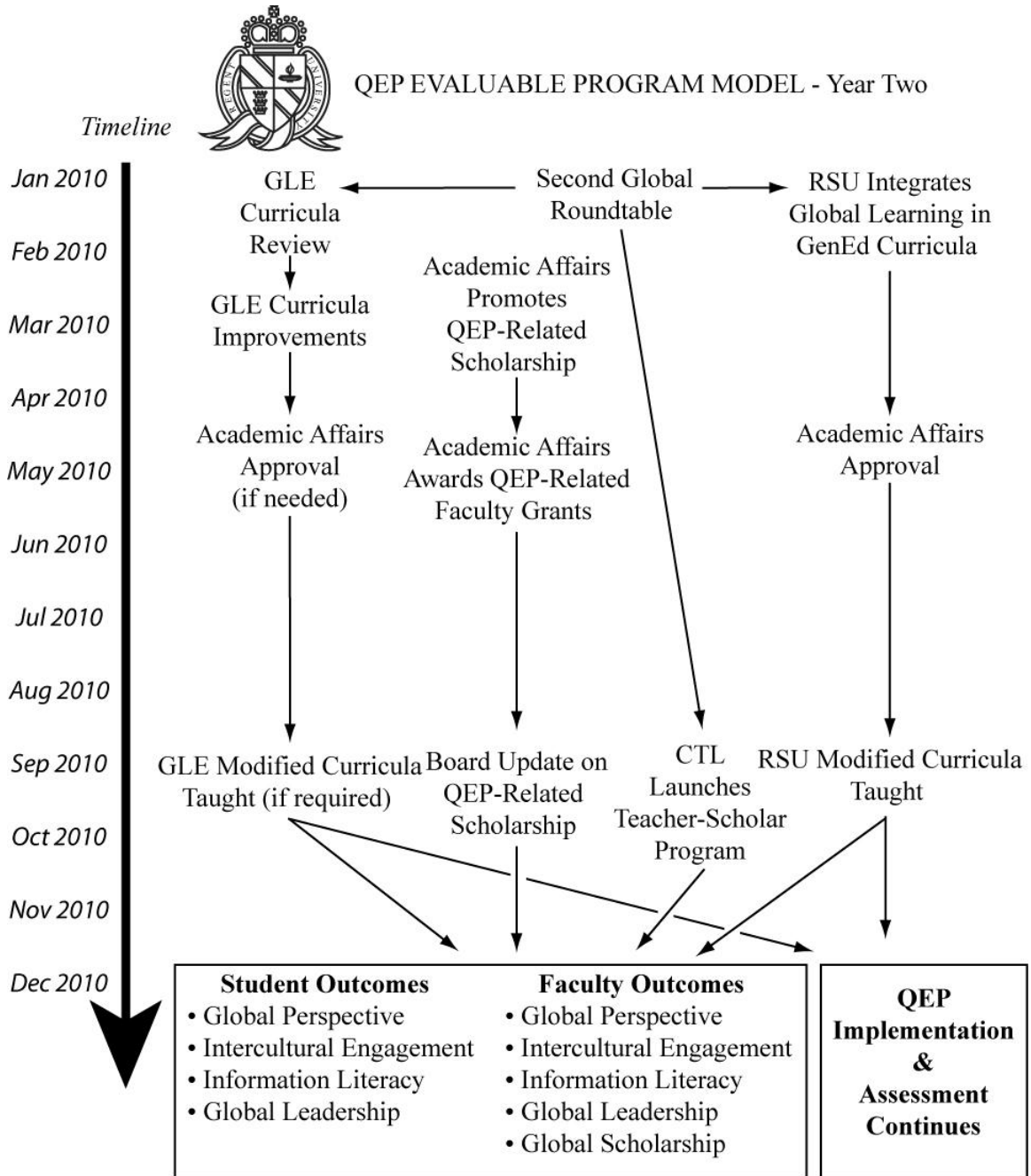


Figure 5. QEP evaluable program model, Year Two.

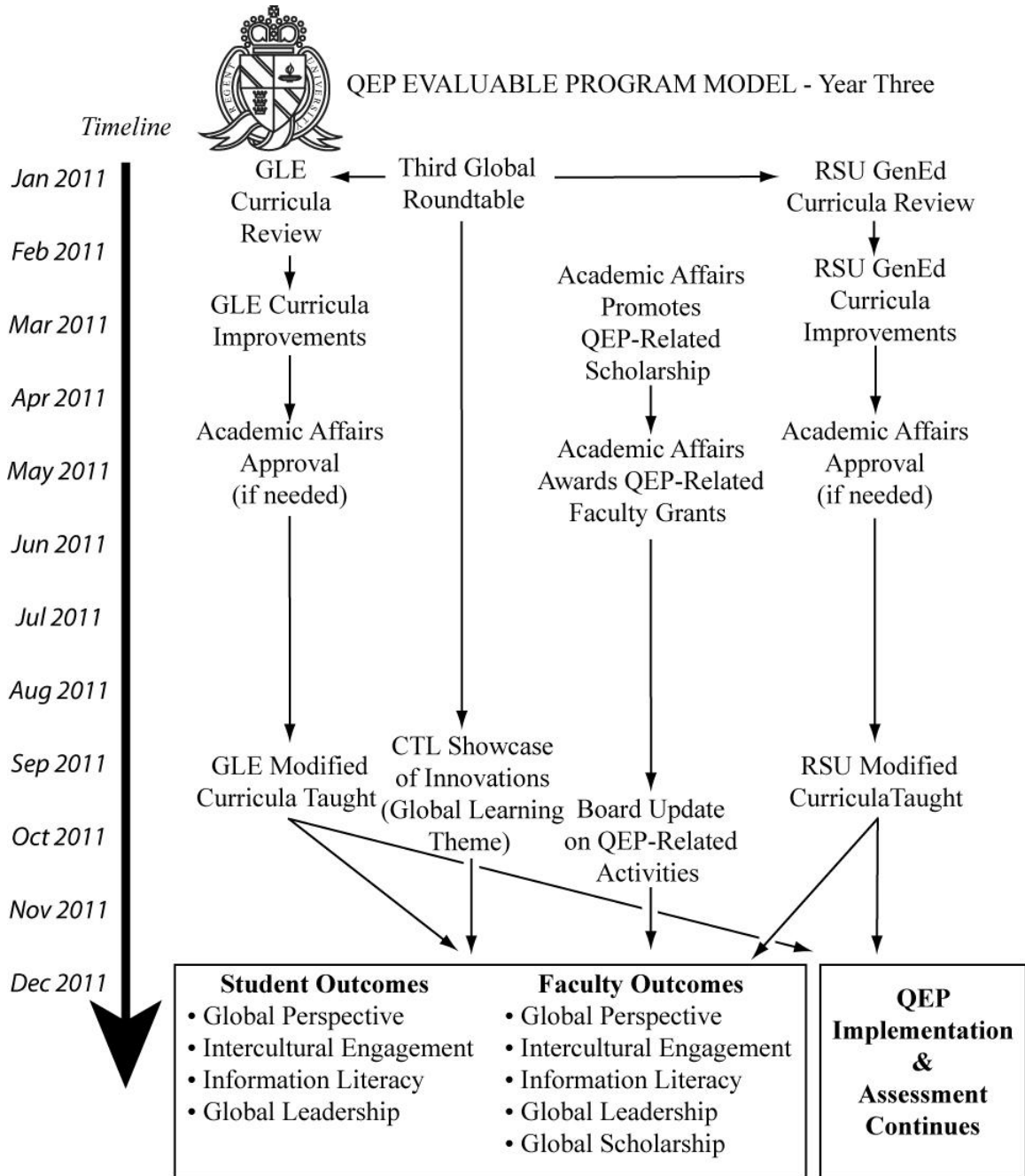


Figure 6. QEP evaluable program model, Year Three.

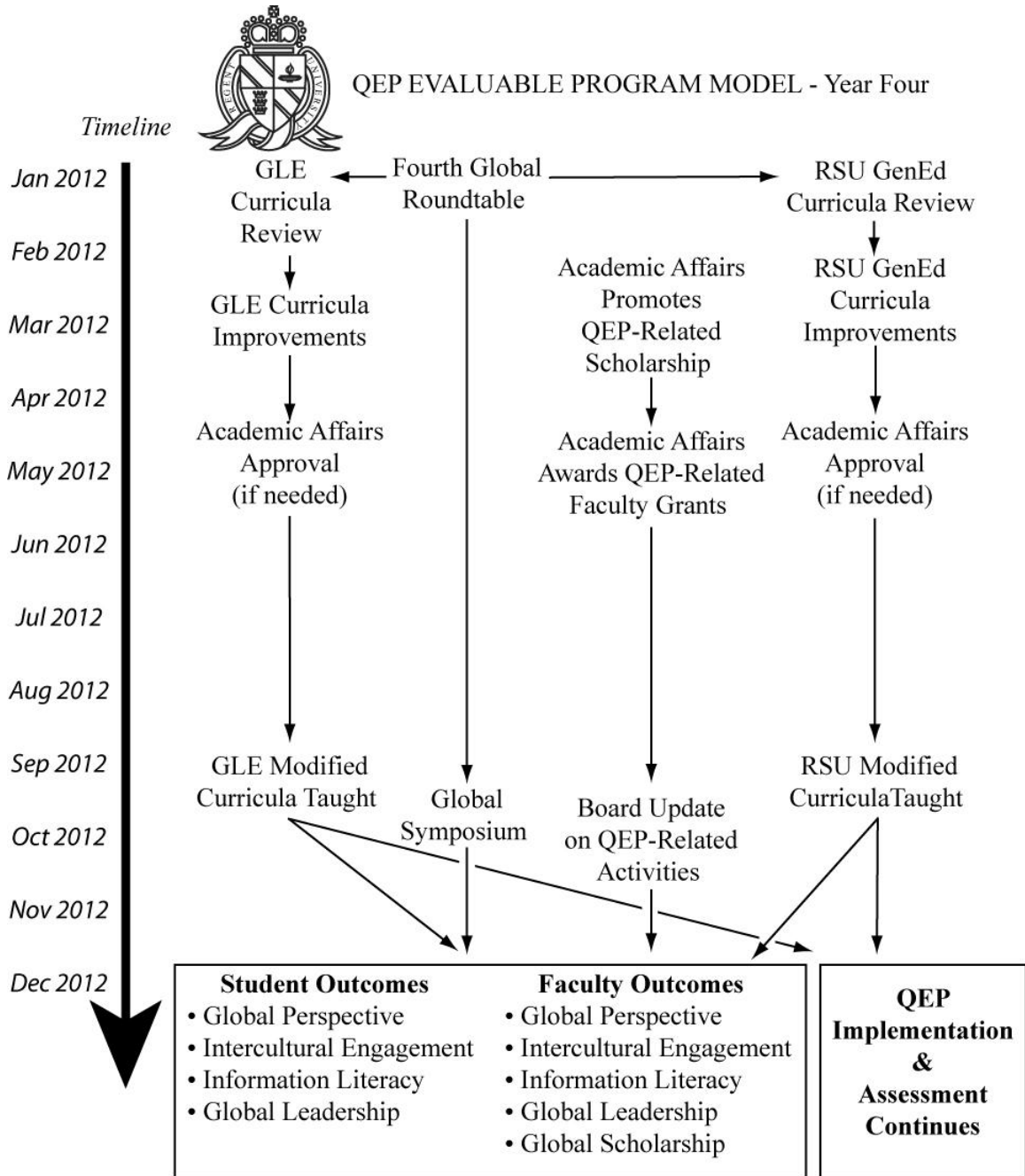


Figure 7. QEP evaluable program model, Year Four.

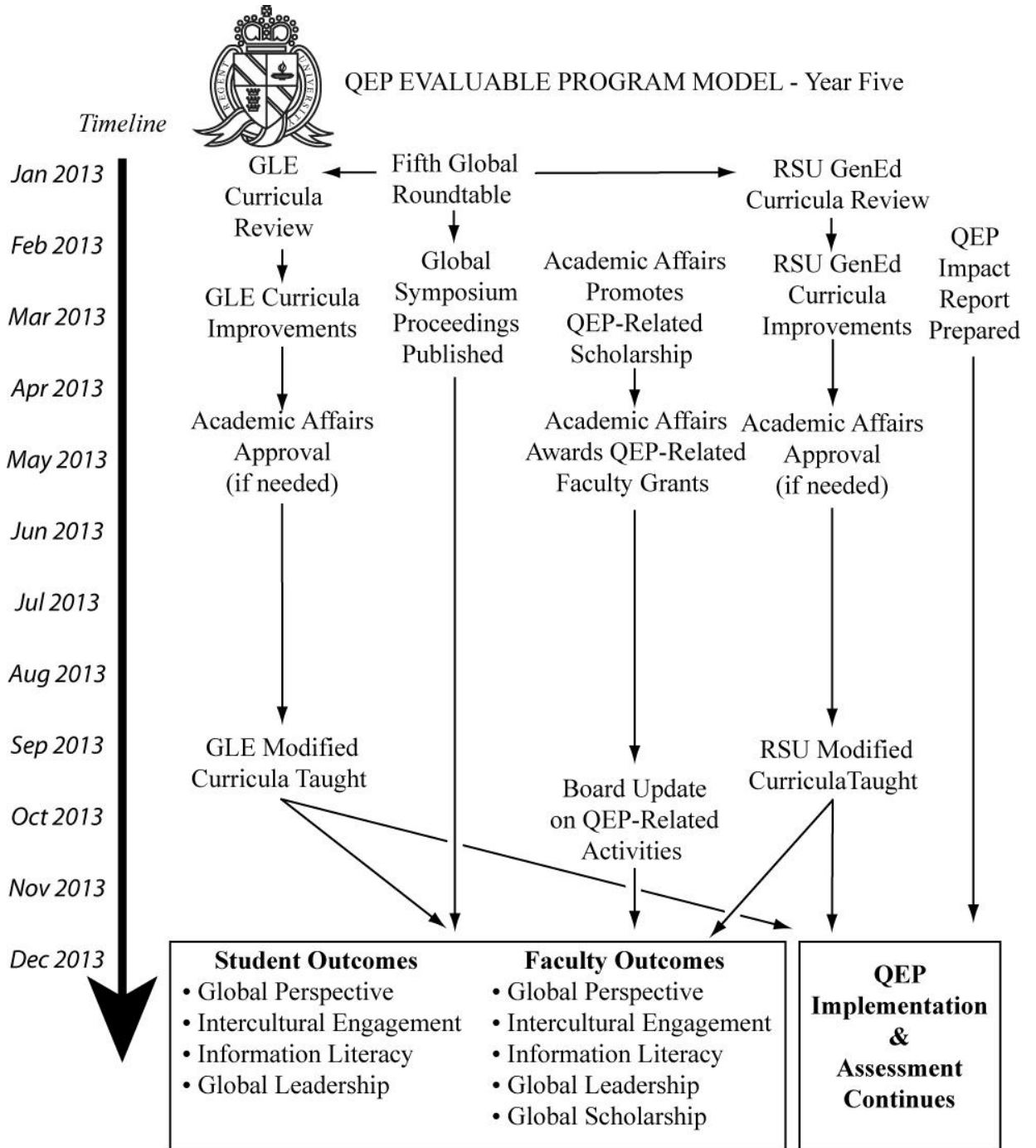


Figure 8. QEP evaluable program model, Year Five.

Assessment Methodology

The three formative and summative evaluation questions presented in the “Guiding Principles” section above will be used to direct assessment activities. Table 12 lists each evaluation question and identifies related processes and appropriate timeframes for conducting assessments.

Table 12. QEP Evaluation Questions

Evaluation question	Processes to assess	Timeline
Is the QEP completing the activities it should be, and if so, how well? (Formative assessment)	All QEP processes	2009 – 2013
Formative assessment – How can the QEP be improved?	GLE modified curricula taught	2009 – 2013
	RSU modified curricula taught	2010 – 2013
	All student outcomes	2009 – 2013
	All faculty outcomes	2009 – 2013
Summative assessment – To what degree is QEP Objective #1 being met? (Increase global learning in academic programs)	All student outcomes	2009 – 2013
	All faculty outcomes	2009 – 2013
Summative assessment – To what degree is QEP Objective #2 being met? (Enhance faculty expertise in global teaching and learning)	First through fifth global roundtables	2009 – 2013
	Teacher-Scholar program	2010 – 2013
	Board update on QEP progress	2010 – 2013
	CTL Showcase of Innovations	2011, 2012
Summative assessment – To what degree is QEP Objective #3 being met? (Become a leading resource for global learning)	First through fifth global roundtables	2009 – 2013
	Academic Affairs QEP faculty research grants	2010 – 2013
	Board update on QEP-related research	2010 – 2013
	Faculty research on Christ-centered, global competence	2009 – 2013
	Global Symposium	2012
	Publish proceedings	2013

Regent University will use both external and internal measures to assess its QEP. External measures include the National Survey of Student Engagement (NSSE), the Global Perspectives Inventory (GPI), and the Intercultural Development Inventory (IDI).

The NSSE survey includes several questions in the “Enriching Educational Experiences” section that relate to interactions with people of other cultures or diverse perspectives, along with a direct question on participation in study abroad. The NSSE measures global perspective and is administered annually to a sample of RSU freshmen and seniors.

The GPI measures the global perspective of an individual with particular emphasis on the influence of culture. This inventory will be administered in January 2009 to a sample group of students and faculty to add to the university’s baseline data. Beginning in Fall 2009, the GPI will be administered annually with incoming freshmen and graduating seniors.

The IDI is a statistically reliable, cross-culturally valid measure of an individual’s or group’s intercultural competence. It will be used to assess global competencies of incoming freshmen and graduating seniors starting in Fall 2009.

Internal assessment measures include university tests and surveys, focus groups, peer and supervisor evaluation of teaching, faculty self-evaluation, student evaluation of teaching, student reflective papers, and student assignments evaluated using faculty-developed, standardized university global learning rubrics. These analytical trait rubrics identify three levels of performance (i.e., developing, proficient, and advanced) and include separate dimensions for each student learning outcome (global perspective, intercultural engagement, information literacy, and global literacy). Periodic updates and annual reports prepared by the QEP director will inform the university community about progress of the QEP.

The Office of Institutional Effectiveness will coordinate the development of the Regent University Global Competency Index (RUGCI) during academic year 2009-2010. This standardized global competency instrument will be developed to generate a total global competency score in addition to subscales for global perspective, intercultural engagement, information literacy, and global leadership. Additionally, evidence will be generated to assess the psychometric properties of the instrument regarding both content and construct validity in terms of global competency as defined by the QEP Report as well as instrument internal consistency reliability.

The RUGCI will be administered annually to a representative sample of University students starting in 2010, which will represent the base year for the instrument. Results will be used to analyze GLE and RSU program global learning outcomes (directly influenced by the QEP) with those of other schools in order to help inform the ultimate decision regarding possible extension of the QEP across the University. Following initial administration of the instrument, a one-way between-subjects

multivariate analysis of variance (MANOVA) will be conducted using school as the independent variable and the four RUGCI subscales as dependent variables. Discriminate analysis will be used as a post hoc test following a significant MANOVA. In subsequent years, a mixed between-within subjects MANOVA will be conducted in order to assess differences within students over time in addition to differences between schools (the between-subjects effect). Orthogonal Polynomial Contrasts will be used as a post hoc test following a significant within-subjects effect.

The information literacy dimension will shed light on the ability of students to identify principles and knowledge related to global competency. The Association of College and Research Libraries (2007) has developed five information literacy competency standards, which have been categorized into 22 performance indicators and 87 outcomes. Some of the standards overlap in significant ways with our QEP initiative and will be used to develop the information literacy dimension of the university global learning rubrics. Similarly, global competency standards from the professional literature will be used to develop the global perspective, intercultural engagement, and global leadership dimensions of the rubrics.

Baseline levels and characteristics of QEP processes and outcomes will be established largely by the end of the 2009-2010 academic year. At that time performance targets for subsequent years will be established. Each year, the Office of Institutional Effectiveness will synthesize data from standardized and local assessments to produce annual progress reports that respond to each of the QEP evaluation questions. These progress reports will summarize process and learning indicators for the preceding year.

Control groups will be established, where feasible, to compare QEP program participants with non-participants on global learning student outcomes. Randomization will be used whenever possible. When randomization is not possible, one or more of the following controls will be used:

1. Reflexive controls where students are their own baseline
2. Generic controls from established norms.
3. Shadow controls that are constructed from the opinions of knowledgeable experts about what would be expected without an intervention.

Data will be analyzed as follows:

1. Quantitative data will be summarized using descriptive statistics for each program as well as for each participating school and the university as a whole. Inferential statistics will be used, as appropriate, to draw inferences across and within populations and to determine QEP effect sizes. One-sample *t*-tests will be used to compare local data with national norms for standardized tests.

2. Qualitative data will be analyzed using content analysis to identify themes within sets of anecdotal data, such as focus group results and evaluations. Occurrence of themes across categories will be analyzed using chi-square contingency table analysis.

Table 13 identifies the processes, indicators, criteria for success, and sources for the formative evaluation. Table 14 identifies the indicators, criteria for success, and sources for the summative evaluation of student outcomes, while Table 15 serves a similar function for faculty outcomes. Through the university strategic planning process, GLE and RSU, in coordination with the University Office of Institutional Effectiveness, (OIE), will identify additional methods of measuring QEP-related student and faculty outcomes.

Table 13. Processes, Indicators, and Sources for the QEP Formative Assessment (Years One-Five)

Process	Indicator (criteria for success)*	Source
Year One (2009)		
QEP report approved	Date approved (approved on or before January 2009)	Academic Affairs
First global roundtable	# and quality of learning objects (multiple learning objects developed of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate the roundtable as 4 or 5)	GLE and CTL
GLE integrates global learning in graduate programs	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	GLE
RSU curriculum review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	RSU
Academic Affairs approval of GLE curricula	Date approved (approved on or before May 2009)	Academic Affairs
GLE modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning)	GLE

Process	Indicator (criteria for success)*	Source
	Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	
Year Two (2010)		
Second global roundtable	# and quality of learning objects (multiple learning objects developed of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate the roundtable as 4 or 5)	GLE and CTL
GLE curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	GLE
RSU integrates global learning in general education curricula	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	RSU
GLE curricula improvements	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	GLE
Academic Affairs promotes QEP-related scholarship	# and types of promotions and/or incentives (includes encouragement and public recognition to students/faculty who demonstrate excellence in research and/or publications in QEP-related topics)	Academic Affairs
Academic Affairs approval	Date approved (approved on or before May 2010)	Academic Affairs
Academic Affairs awards QEP-related faculty grants	#, identification, and total value of QEP-related grants (year-to-year increases)	Academic Affairs
GLE modified curricula taught (if needed)	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	GLE

Process	Indicator (criteria for success)*	Source
CTL launches Scholar-Teacher Program	# participants (12 enrolled participants) Pre-post faculty surveys (significant increase in posttest results) Student standardized test results (significantly better results for students taught by program graduates when compared to an equivalent control group)	CTL
Board update on QEP-related scholarship	# and identification of QEP-related faculty and student scholarly productivity (year-to-year increases)	Academic Affairs
RSU modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	RSU
Year Three (2011)		
Third global roundtable	# and quality of learning objects (multiple learning objects developed of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate the roundtable as 4 or 5)	GLE and CTL
GLE curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	GLE
RSU GenEd curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	RSU
Academic Affairs promotes QEP-related scholarship	# and types of promotions and/or incentives (includes encouragement and public recognition to students/faculty who demonstrate excellence in research and/or publications in QEP-related topics)	Academic Affairs
GLE curricula improvements	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	GLE
RSU GenEd	Curriculum map (identifies each QEP outcome by	RSU

Process	Indicator (criteria for success)*	Source
curricula improvements	course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	
Academic Affairs approval (if needed)	Date approved (approved on or before May 2011)	Academic Affairs
Academic Affairs awards QEP-related faculty grants	#, identification, and total value of QEP-related grants (year-to-year increases)	Academic Affairs
GLE modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	GLE
CTL Showcase of Innovations (global learning theme)	# and quality of presentations (multiple presentations of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate the roundtable as 4 or 5)	CTL
Board update on QEP-related activities	# and identification of QEP-related faculty and student scholarly productivity (year-to-year increases)	Academic Affairs
RSU modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	RSU
Year Four (2012)		
Fourth global roundtable	# and quality of learning objects (multiple learning objects developed of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate	GLE and CTL

Process	Indicator (criteria for success)*	Source
	the roundtable as 4 or 5)	
GLE curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	GLE
RSU GenEd curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	RSU
Academic Affairs promotes QEP-related scholarship	# and types of promotions and/or incentives (includes encouragement and public recognition to students/faculty who demonstrate excellence in research and/or publications in QEP-related topics)	Academic Affairs
GLE curricula improvements	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	GLE
RSU GenEd curricula improvements	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	RSU
Academic Affairs approval (if needed)	Date approved (approved on or before May 2012)	Academic Affairs
Academic Affairs awards QEP-related faculty grants	#, identification, and total value of QEP-related grants (year-to-year increases)	Academic Affairs
GLE modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	GLE
Global Symposium	# and quality of presentations (multiple presentations of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate the roundtable as 4 or 5)	Academic Affairs

Process	Indicator (criteria for success)*	Source
Board update on QEP-related activities	# and identification of QEP-related faculty and student scholarly productivity (year-to-year increases)	Academic Affairs
RSU modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	RSU
Year Five (2013)		
Fifth global roundtable	# and quality of learning objects (multiple learning objects developed of excellent quality) Evaluation of participants (on a 5-point Likert scale where higher is better, 80% of participants evaluate the roundtable as 4 or 5)	GLE and CTL
GLE curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	GLE
RSU GenEd curricula review	Curriculum review report (delivery and design issues are addressed, clear and valid objectives for students are identified, valid adjustments to curricula and practices are recommended)	RSU
Academic Affairs promotes QEP-related scholarship	# and types of promotions and/or incentives (includes encouragement and public recognition to students/faculty who demonstrate excellence in research and/or publications in QEP-related topics)	Academic Affairs
GLE curricula improvements	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	GLE
RSU GenEd curricula improvements	Curriculum map (identifies each QEP outcome by course: introduce, reinforce, and/or assess) Curriculum and Instruction Review Committee evaluation (positive evaluation and recommendation to Academic Affairs for approval)	RSU
Global Symposium proceedings published	# Web hits of proceedings (over 100 hits/month) User feedback (positive feedback)	Academic Affairs
QEP impact report	Senior University leadership review (report approved)	Academic

Process	Indicator (criteria for success)*	Source
published	SACS feedback (positive feedback)	Affairs
Academic Affairs approval (if needed)	Date approved (approved on or before May 2013)	Academic Affairs
Academic Affairs awards QEP-related faculty grants	#, identification, and total value of QEP-related grants (year-to-year increases)	Academic Affairs
GLE modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	GLE
Board update on QEP-related activities	# and identification of QEP-related faculty and student scholarly productivity (year-to-year increases)	Academic Affairs
RSU modified curricula taught	Peer review (evidence of positive integration of global learning) Administrator review (evidence of positive integration of global learning) Student anonymous ratings of relevant courses related to global learning (on a scale from 1, <i>Strongly Disagree</i> , to 6, <i>Strongly Agree</i> , 80% of students provide ratings of 5 or 6).	RSU

*Note. Percentage scores will increase with each year of the QEP.

Table 14. Student Outcomes, Indicators, and Sources for the QEP Summative Assessment.

Outcome	Indicator (criteria for success)*	Source
Global perspective	<p>Evaluation of student work samples using QEP rubric (80% of students will score proficient or advanced on the global perspective dimension of the global learning rubric, proportion of students reaching advanced level will increase every year). Results of the NSSE (TBD based on initial assessment). Note: this instrument will be administered biannually with improvement based on the baseline data. Results of the GPI (TBD based on initial assessment in January 2009). Note: this instrument will be administered in 2010 and 2012 with improvement based on the baseline data gathered in January 2009. Student focus group results (evidence of changes in student skills, knowledge, and attitudes regarding global perspective).</p>	GLE and RSU, OIE
Intercultural engagement	<p>Evaluation of student work samples using QEP rubric (80% of students will score proficient or advanced on the intercultural engagement dimension of the global learning rubric, proportion of students reaching advanced level will increase every year) Results of IDI (50% of students are at the Acceptance Level of development as described in the instrument). Note: this instrument should be administered Fall 2009 to RSU freshmen and Spring 2010 to RSU seniors. Assessments will be repeated in 2011 and 2013. Student focus group results (evidence of changes in student skills, knowledge, and attitudes regarding intercultural engagement). Attendance at University-sponsored cultural events (evidence of increased participation).</p>	GLE and RSU, OIE
Information literacy	<p>Evaluation of student work samples using QEP rubric (80% of students will score proficient or advanced on the information literacy dimension of the global learning rubric, proportion of students reaching advanced level will increase every year). Student focus group results (evidence of changes in student skills, knowledge, and attitudes regarding information literacy).</p>	GLE and RSU, OIE
Global leadership	<p>Evaluation of student work samples using QEP rubric (80% of students will score proficient or advanced on the global leadership dimension of the global learning rubric, proportion of students reaching advanced level will increase every year). Student focus group results (evidence of changes in student skills, knowledge, and attitudes regarding global leadership).</p>	GLE & RSU, OIE

Note. *Percentage scores will increase with each year of the QEP. OIE=Office of Institutional Effectiveness.

Table 15. Faculty Outcomes, Indicators, and Sources for the QEP Summative Assessment

Outcome	Indicator (criteria for success)*	Source
Global Perspective	Faculty focus groups (consensus of increased skills, knowledge, and teaching effectiveness regarding global perspective).	GLE, RSU
Intercultural Engagement	Faculty focus groups (consensus of increased skills, knowledge, and teaching effectiveness regarding intercultural engagement).	GLE, RSU
Information Literacy	Faculty focus groups (consensus of increased skills, knowledge, and teaching effectiveness regarding information literacy).	GLE, RSU
Global Leadership	Faculty focus groups (consensus of increased skills, knowledge, and teaching effectiveness regarding global leadership).	GLE, RSU
Global Scholarship	# and identification of presentations at scholarly conferences and symposia (year-to-year increases). # and identification of published scholarly journal articles involving QEP-related topics (year-to-year increases). # citations of faculty-published journal articles involving QEP-related topics (year-to-year increases).	GLE, RSU

Note. Percentage scores will increase with each year of the QEP.

At the end of each year of QEP implementation, the QEP Director, in partnership with the QEP Advisory Committee, will produce an Interim Progress Report that provides assessment results and any changes made to the QEP based on analysis of those results. The report will also include, starting with the second year, trend analysis of annual changes since the QEP's baseline academic year (2009). The focus of these annual reports will be on the use of results and documenting evidence of improvement from the previous year. Line charts will be used to graphically portray trends and inferential statistics will be used to evaluate within and between subjects effects, as appropriate. Administrators and others who may not be engaged in the day-to-day operation of QEP-related activities will review annual reporting. Feedback will be used to shape QEP priorities and activities for the subsequent year.

The extent to which the QEP has achieved its goals and enhanced student learning will be reported in the Impact Report, which will be submitted for review by SACS in 2013. The Impact Report is one section of the Fifth-Year Interim Report and should not exceed 10 pages, including narrative and appendices. The narrative will address the following elements:

1. A brief description of the institution, including a description of its current mission and its geographic service area, a description of the composition of

- the student population and enrollment, governance structure, and a description of any unusual or distinctive features of the institution;
2. The title and a brief description of the QEP as initially presented;
 3. A succinct list of the initial goals and intended outcomes of the QEP;
 4. A discussion of significant changes made to the QEP and the reasons for making those changes; and
 5. A description of the QEP's direct impact on student learning including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any.

12. References

- American Council on Education (2006). *Global learning for all*. Retrieved December 19, 2007 from:
<http://www.acenet.edu/AM/Template.cfm?Section=IntCurrent&Template=/CM/HTMLDisplay.cfm&ContentID=9391>
- Association of College & Research Libraries. (2000). *Information literacy competency standards for higher education* [Brochure]. Chicago, IL.
- Baylis, J., & Smith, S. (1997). *The globalization of world politics*. New York: Oxford University Press.
- Bennett, M. (2004). From ethnocentrism to ethnorelativism. In J. Wuml (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed.). Newton, MA: Intercultural Resource Corporation.
- Braskamp, L. (2008). Developing global citizens. *Journal of College and Character*, X,1. Retrieved January 1, 2009, from
<http://www.collegevalues.org/pdfs/Braskampdeveloping.pdf>
- Braskamp, L., Braskamp, D., & Merrill, K. (2008). Development of the global perspective inventory (GPI). Retrieved January 1, 2009, from
<https://gpi.central.edu/index.cfm?myAction=Development>
- Case, R. (1993). Key elements of a global perspective. *Social Education*, 57, 318-325.
- Deardorff, D. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International*, 10(3), 241-266.
- Friedman, T. (2008, October 10). Get ready for globalization and financial integration on steroids. Retrieved October 27, 2008, from
<http://www.daytondailynews.com/o/content/oh/story/opinions/editorial/2008/10/08/ddn100808friedman.html>
- Garner, S. (2005, November 6-9). High-level colloquium on information literacy and lifelong learning: Report of a meeting. Paper presented at the Bibliotheca Alexandrina, Alexandria, Egypt. Retrieved December 27, 2008, from
<http://www.ifla.org/III/wsis/info-lit-for-all.htm>
- Green, M., & Olson, C. (2008). *Internationalizing the campus: A user's guide*. Washington, DC: American Council on Education.
- Haag, S. (2006). *Management information systems for the information age*. New York: McGraw Hill.

- Hammer, M., Bennett, M., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 421-443.
- Hanvey, R. G. (1976). *An attainable global perspective*. New York: Center for Global Perspectives in Education.
- Holmes, A. (1975). *The idea of a Christian college*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Horton, F., & Kaiser, B. (2008). Encouraging global information literacy. *Computers in Libraries*, 28(10), 6-32.
- Hovland, K. (2006). *Shared futures: Global learning and liberal education*. Washington, DC: Association of American Colleges and Universities.
- Hunter, B., White, G., & Godbey, G. (2006). What does it mean to be globally competent? *Journal of Studies in International Education*, 10(3), 267-285.
- Kuh, G. (2003). The national survey of student engagement: Conceptual framework and overview of psychometric properties. Retrieved December 27, 2008, from http://nsse.iub.edu/pdf/conceptual_framework_2003.pdf
- Labi, A. (2005, December 16). Two agencies announce quality controls. *The Chronicle of Higher Education*, 52(17), A41.
- Mendenhall, M., Stevens, M., Bird, A., & Oddou, G. (2008). Specification of the content domain of the Global Competencies Inventory (GCI). *The Kozai Working Papers Series*, 1, 1.
- Mendenhall, M., Stevens, M., Bird, A., & Oddou, G. (2008). Specification of the content domain of the Intercultural Effectiveness Scale. *The Kozai Monograph Series*, 1, 2.
- Murray, J. P. (2002). Faculty development in SACS-accredited community colleges. *Community College Review*, 29, 50-66.
- Musil, C. (2006). *Assessing global learning: Matching good intentions with good practice*. Washington, DC: Association of American Colleges and Universities.
- Okrah, K. A. (2004). African education reform in the era of globalization: Conflicts and harmony. *African Symposium*, 4(4). Retrieved December 1, 2007, from <http://www2.ncsu.edu/ncsu/earn/okrahdec04.htm>
- Olson, C., Green, M., & Hill, B. (2006). *A handbook for advancing comprehensive internationalization: What institutions can do and what students should learn*. Washington, DC: American Council on Education.

- Olson, C., Green, M., & Hill, B. (2008). *Building a strategic framework for comprehensive internationalization*. Washington, DC: American Council on Education.
- Olson, C., & Kroeger, K. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education*, 5(2), 116-137.
- Organization for Economic Cooperation and Development. (2007). *OECD Economic Outlook*, 1(81), 185-208.
- Porter, K. (2007). *Globalization: What is it?* Retrieved December 1, 2007, from <http://usforeignpolicy.about.com/od/trade/a/whatisgz.htm>
- Rader, H. (2002, July). Information literacy – An emerging global priority. White Paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic.
- Richardson, B. (2007) A new realism. *Harvard International Review*, 29(2), 26-32.
- Russo, S., & Osborne, L. (n.d.). *The globally competent student*. Retrieved November 3, 2008, from <https://www.nasulgc.org/NetCommunity/Document.Doc?id=41>
- Scheve, K. F., & Slaughter, M. J. (2007). A new deal for globalization. *Foreign Affairs*, 86(4), 34-55.
- Scholte, J. A. (2000). *Globalization: A critical introduction*. London: Palgrave.
- Shams, A., & George, C. (2006). Global competency: An interdisciplinary approach. *Academic Exchange*, Winter, 249-256.
- Shulz, M. (2008). The globalization of boom and gloom: The U.S. financial crisis and its impact on Europe, Japan and Asia. Retrieved October 27, 2008, from <http://www.glgroup.com/News/The-Globalization-of-Boom-and-Gloom--The-U.S.-Financial-Crisis-and-its-Impact-on-Europe-Japan-and-Asia-28562.html>
- Vulpe, T., Kealey, D., Protheroe, D., & MacDonald, D. (2001). *A profile of the interculturally effective person*. Ottawa, ON, Canada: Centre for Intercultural Learning Canadian Foreign Service Institute.
- What is Faculty Development? (2008). Retrieved October 27, 2008, from http://www.podnetwork.org/faculty_development/definitions.htm
- Wholey, J. S. (1979). *Evaluation: Promise and performance*. Washington, DC: The Urban Institute.
- Winters, C. A. (2007). The globalizers: The IMF, the World Bank and their borrowers. *Journal of Economic Issues*, 41(3), 900-903.

Appendix I

Regent University's Foundational Commitments

Source: http://www.regent.edu/about_us/overview/mission_statement.cfm

[From the 1998-2003 Strategic Action Plan for Regent University]

Underlying the university's vision, mission, and goals are the foundational commitments that must occur if we are to achieve our mission. They are a combination of our accreditation principles and our own cultural distinctives.

High Quality Programs

The university will develop and maintain high quality programs that prepare students in a timely fashion with marketable skills through innovative residency and distance programs.

Family of God

The university will develop and build strong programs that attract faculty, staff and students from many cultures and ethnic backgrounds, who are committed to our Mission and Statement of Faith, who value a collegial atmosphere and who are tolerant of diverse perspectives as framed by our common core values and Statement of Faith.

Student-Centered Approach

Quality education demands that student learning be the primary emphasis of the university mission. The university will maintain that emphasis by teaching students in the most effective ways and providing education through innovative delivery systems that meet the lifestyle of working adults.

High Quality Personnel

The university will be committed to employing high quality faculty and staff and will provide ongoing development activities to ensure that these faculty and staff are able to contribute effectively to meeting the university mission.

Library

The library is the heart of graduate education and, as a university, we will maintain a cutting-edge library and access to knowledge in every aspect of its operation.

High Quality Environment

The university will provide exemplary physical and social environments which promote high morale and increased productivity of faculty, staff and students.

Information Technology

The university recognizes the increased role of technology in education and will provide

those resources that are necessary to promote quality in every aspect of the university administration and program delivery.

Strategic Planning and Assessment

The university will have a comprehensive strategic plan that guides the university and all its units in achieving its mission.

Financial Resources

The necessary finances will be obtained through a responsible combination of tuition, interest from endowment, grants, programs and services, and annual and long-term development.

Outreach

The university is committed to serving as a resource center for those individual agencies and/or governments who desire to impact society from informed Christian perspectives. This commitment will be actualized by promotion of and participation in consultative seminars, conferences, and other communication vehicles that build strategic alliances and promote the search for truth, justice and love.

Teaching

University Goal #1: Developing Student/Graduate Leadership

Prepare students, through innovative campus-based residency and distance educational delivery systems, to assume leadership positions in the fields of communication, education, divinity, law, government, business, and counseling, enabling them to influence the thinking, action, and policies of their professions and nations from biblical perspectives.

Research and Scholarship

University Goal #2: Developing Faculty Leadership

Encourage and support faculty both individually and collectively to identify and address critical social issues through research, scholarship, and action in a manner that contributes to just and caring societies.

Community Service

University Goal #3: Building Visible, Credible, Value-Added Partnerships

Become a leading Christian resource center for those people, professions, and nations that desire to foster, develop, and maintain biblical perspectives in their areas of influence through consulting, white papers, seminars, conferences, and other appropriate means.

Appendix II

QEP Needs Assessment – Faculty Survey Results

Faculty members completed 191 surveys (29.8% of total sent). Frequency counts by school and by faculty status are presented in Table 16. Table 17 displays the means by school for each student QEP outcome.

Table 16. Faculty Survey Frequency Counts

School	Total	Full-time	Part-time
Communication & the Arts	19	13	6
Divinity	23	17	6
Education	34	23	11
Global Leadership & Entrepreneurship	15	13	2
Government	6	6	0
Law	15	15	0
Psychology & Counseling	21	16	5
Undergraduate Studies	58	19	39
Total	191	122	69

Table 17. Faculty Survey Means

School	Global perspective		Intercultural engagement		Information literacy		Global leadership	
	Value	Skills	Value	Skills	Value	Skills	Value	Skills
Communication & the Arts	1.46	3.27	1.68	3.19	1.41	3.38	1.42	2.63
Divinity	1.36	3.40	1.35	3.29	1.35	3.23	1.22	2.61
Education	1.56	3.04	1.48	2.85	1.57	3.12	1.29	2.65
Global Leadership & Entre.	1.36	2.87	1.40	2.93	1.32	2.68	1.27	2.33
Government	1.77	3.60	2.06	3.17	1.75	3.42	2.00	3.00
Law	1.99	2.79	1.87	2.87	1.98	2.65	1.27	2.33
Psychology & Counseling	1.38	2.63	1.46	2.41	1.40	2.63	1.05	1.95
Undergraduate Studies	1.57	3.16	1.68	3.24	1.44	3.05	1.19	2.34
Weighted Average	1.53	3.08	1.59	3.03	1.49	3.02	1.26	2.43

Note. Lower numbers indicate that faculty value student outcomes as more important (value columns) and faculty assess students possess greater skills and knowledge (skills columns).

Finally, Table 18 displays the results of paired sample *t*-tests that compared faculty assessment of value for each outcome to existing perceived adequacy of student skills. In each case the difference was statistically significant with very large effect sizes as measured by the η^2 statistic. These results provide evidence of the need for improved student learning in each of the four QEP learning outcomes.

Table 18. Results of Paired Sample t-Tests (Values and Skills)

Student outcome	<i>M</i>	<i>SD</i>	<i>t</i>	Effect size (η^2) ^a
Global perspective	1.55	.91	23.43**	.74
Intercultural engagement	1.44	1.01	19.64**	.67
Information literacy	1.53	.96	22.10**	.72
Global leadership	1.18	.93	17.53**	.62

** $p < .001$.

^aTraditionally, η^2 (eta squared) values of .01, .06, and .14 represent small, medium, and large effect sizes, respectively.

Student Survey Results

Students completed 995 surveys (16% of total sent). Frequency counts by school are presented in Table 19. Table 20 displays the means by school for each student QEP outcome.

Table 19. Student Survey Frequency Counts

School	Total
School of Communication & the Arts	66
School of Divinity	100
School of Education	137
School of Global Leadership & Entrepreneurship	156
Robertson School of Government	41
School of Law	70
School of Psychology & Counseling	86
School of Undergraduate Studies	339
Total	995

Table 20. Student Survey Means

School	Global perspective		Intercultural engagement		Information literacy		Global leadership	
	Value	Skills	Value	Skills	Value	Skills	Value	Skills
Communication & the Arts	1.65	1.74	1.60	1.86	1.83	2.01	1.52	1.91
Divinity	1.61	1.85	1.66	2.09	1.86	2.08	1.42	1.71
Education	1.60	1.69	1.71	1.86	1.83	1.87	1.55	1.75
Global Leadership & Entre.	1.52	1.77	1.68	2.07	1.74	1.91	1.38	1.84
Government	1.37	1.60	1.50	1.87	1.41	1.62	1.32	1.59
Law	1.67	1.77	1.89	2.13	1.83	1.84	1.46	1.80
Psychology & Counseling	1.41	1.81	1.43	2.00	1.68	2.13	1.35	1.72
Undergraduate Studies	1.53	1.74	1.67	2.18	1.74	2.01	1.37	1.71
Weighted Average	1.55	1.75	1.66	2.06	1.76	1.97	1.41	1.75

Note. Lower numbers indicate that students value outcomes as more important (value columns) and they possess greater skills and knowledge (skills columns).

Finally, Table 21 displays the results of paired sample *t*-tests that compared student assessment of value for each outcome to existing perceived adequacy of student skills. In each case the difference was statistically significant with large effect sizes as measured by the η^2 statistic for global perspective, intercultural engagement, and global leadership. The difference for information literacy represents a medium effect size. These results are consistent with the results of the faculty survey, although effect sizes are smaller. Thus, analysis of student survey data provide additional evidence of the need for improved student learning in each of the four QEP learning outcomes.

Table 21. Results of Paired Sample *t*-Tests (Values and Skills)

Student outcome	<i>M</i>	<i>SD</i>	<i>t</i>	Effect size (η^2) ^a
Global Perspective	.20	.48	13.58**	.16
Intercultural Engagement	.40	.70	18.02**	.25
Information Literacy	.21	.69	9.40**	.08
Global Leadership	.34	.67	15.82**	.20

** $p < .001$.

^aTraditionally, η^2 (eta squared) values of .01, .06, and .14 represent small, medium, and large effect sizes, respectively.

Appendix III
Faculty Needs Assessment

Faculty Survey (5 point Likert Scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

1. Students should have a comparative understanding of the world's societies and nations from a Christ-centered worldview.
2. My students already have adequate understanding in this area.
3. Students should understand how different cultures make assumptions about authority and what is good and truthful.
4. My students already have adequate understanding in this area.
5. Students should be able to compare their personal values, practices, behaviors, and expectations with those of other countries and cultures.
6. My students already have adequate skills in this area.
7. Students should believe it is important to consider multiple perspectives regarding any issue.
8. My students already have adequate skills in this area.
9. Students should be able to analyze their own personal cultural biases.
10. My students already have adequate skills in this area.
11. Students should be able to communicate effectively across cultural and language boundaries.
12. My students already have adequate skills in this area.
13. Students should be able to work effectively in a multicultural setting.
14. My students already have adequate skills in this area.
15. Students should be able to foster meaningful cross-cultural dialogue.
16. My students already have adequate skills in this area.
17. Students should be able to use a variety of sources to obtain information about different nations and cultures.
18. My students already have adequate skills in this area.
19. Students should be able to obtain diverse global information effectively and efficiently.
20. My students already have adequate skills in this area.
21. Students should be able to critically evaluate global information and its sources.
22. My students already have adequate skills in this area.
23. Students should be able to understand many of the economic, legal, and social issues surrounding the use of global information.
24. My students already have adequate knowledge in this area.
25. Students should possess the Christ-like characteristics to positively impact and lead in a global context.
26. My students already have adequate skills in this area.

Appendix IV

Student Needs Assessment

Student Survey (5 point Likert Scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

1. I have a comparative understanding of the world's societies and nations from a Christ-centered worldview.
2. The above understanding is important to me in my personal and professional life.
3. I understand how different cultures make assumptions about authority and what is good and truthful.
4. The above understanding is important to me in my personal and professional life.
5. I can compare my personal values, practices, behaviors, and expectations with those of other countries and cultures.
6. The above skill is important to me in achieving my professional goals.
7. I believe it is important to consider multiple perspectives regarding any issue.
8. The above skill is important to me in achieving my professional goals.
9. I am able to analyze my own personal cultural biases.
10. The above skill is important to me in achieving my professional goals.
11. I can communicate effectively across cultural and language boundaries.
12. The above skill is important to me in achieving my professional goals.
13. I can work effectively in a multicultural setting.
14. The above skill is important to me in achieving my professional goals.
15. I can foster meaningful cross-cultural dialogue.
16. The above skill is important to me in achieving my professional goals.
17. I am able to use a variety of sources to obtain information about different nations and cultures.
18. The above skill is important to me in achieving my professional goals.
19. I can effectively and efficiently obtain diverse global information.
20. The above skill is important to me in achieving my professional goals.
21. I can critically evaluate global information and its sources.
22. The above skill is important to me in achieving my professional goals.
23. I understand many of the economic, legal, and social issues surrounding the use of global information.
24. The above knowledge is important to me in achieving my professional goals.
25. I possess the Christ-like characteristics to positively impact and lead in a global context.
26. The above skill is important to me in achieving my professional goals.

Appendix V

Global Learning Roundtables Assessment Plan

Definitions

Global competence is the integration of knowledge, skills, and dispositions that allow an individual to be effective in a global context. Global competency involves awareness of self and others in the context of varying worldviews, cultures, and communication across socio-economic, political, and cultural boundaries.

Christ-centered global competency intentionally explores and conscientiously applies the implications of the teachings and example of Jesus Christ in His calling to address the deepest needs and greatest potential of natural and human creation. Christ-centered, globally competent leaders are guided by a worldview that recognizes the inherent value of every individual as members in the global community.

Faculty Outcomes	Assessment Method	Criteria/Analysis
<p><i>Global perspective</i> Faculty critically engages an understanding of the world's societies and nations into their research and teaching</p>	<p>Evaluated during 1st Roundtable</p> <p>Online/paper evaluation – 5-point Likert scale</p> <ul style="list-style-type: none"> Do you feel confident that you can integrate an understanding of the world's societies and nations into your research and/or teaching? (quantitative) <p>Open-ended question on survey</p> <ul style="list-style-type: none"> What did you learn from today's roundtable that you can use in your teaching and/or research? (qualitative) <p>Short-answer interview/focus group</p> <ul style="list-style-type: none"> What did you learn? What would you like to learn? How can the roundtable sessions be improved? (this is a formative assessment to help us improve) <p>Learning objects created from roundtable - Evidence of critical engagement (could also see how often they are viewed once they are put online)</p>	<p>80% of the participants respond positively in 4 or 5 range (on Likert scale)</p> <p>Responses would need to be coded. If this question was asked after each roundtable, responses could be compared.</p> <p>Again, responses would need to be coded and could be compared between roundtable sessions. We might also want to think about purposefully sampling faculty from different schools for each of the focus groups.</p>
<p><i>Intercultural engagement</i></p>	<p>Evaluated during 2nd Roundtable</p>	

<p>Faculty communicates, collaborates and teaches effectively across cultural and linguistic boundaries.</p>	<p>Online/paper evaluation – 5-point Likert scale</p> <ul style="list-style-type: none"> • Do you feel confident that you can communicate effectively across cultural and linguistic boundaries? • Do you feel confident that you can collaborate effectively across cultural and linguistic boundaries? • Do you feel confident that you can teach effectively across cultural and linguistic boundaries? <p>Open-ended question on survey</p> <ul style="list-style-type: none"> • What did you learn from today's roundtable that you can use in your teaching and/or research? (qualitative) <p>Short-answer interview/focus group</p> <ul style="list-style-type: none"> • What did you learn? • What would you like to learn? • How can the roundtable sessions be improved? (this is a formative assessment to help us improve) <p>Learning objects created from roundtable - Evidence of critical engagement (could also see how often they are viewed once they are put online)</p>	<p>80% of the participants respond positively in 4 or 5 range (on Likert scale)</p> <p>Responses would need to be coded. If this question was asked after each roundtable, responses could be compared.</p> <p>Again, responses would need to be coded and could be compared between roundtable sessions. We might also want to think about purposefully sampling faculty from different schools for each of the focus groups.</p>
<p><i>Information literacy</i> Faculty identify, evaluate, generate and use information from a global perspective</p>	<p>Evaluated during 3rd Roundtable</p> <p>Online/paper evaluation – 5-point Likert scale</p> <ul style="list-style-type: none"> • Do you feel confident that you can effectively identify information from a global perspective? • Do you feel confident that you can effectively evaluate information from a global perspective? • Do you feel confident that you can effectively generate information from a global perspective? • Do you feel confident that you can effectively use information from a global perspective? <p>Open-ended question on survey</p>	<p>80% of the participants respond positively in 4 or 5 range (on Likert scale)</p> <p>Responses would need to be coded. If this question was asked after each roundtable,</p>

	<ul style="list-style-type: none"> • What did you learn from today's roundtable that you can use in your teaching and/or research? (qualitative) <p>Short-answer interview/focus group</p> <ul style="list-style-type: none"> • What did you learn? • What would you like to learn? • How can the roundtable sessions be improved? (this is a formative assessment to help us improve) <p>Learning objects created from roundtable - Evidence of critical engagement (could also see how often they are viewed once they are put online)</p>	<p>responses could be compared.</p> <p>Again, responses would need to be coded and could be compared between roundtable sessions. We might also want to think about purposefully sampling faculty from different schools for each of the focus groups.</p>
<p><i>Global leadership Faculty</i> demonstrates Christ-like characteristics to positively impact and lead in a global context</p>	<p>Evaluated during 4th Roundtable</p> <p>Online/paper evaluation – 5-point Likert scale</p> <ul style="list-style-type: none"> • Do you feel confident that you can demonstrate Christ-like characteristics to positively impact and lead in a global context? <p>Open-ended question on survey</p> <ul style="list-style-type: none"> • What did you learn from today's roundtable that you can use in your teaching and/or research? (qualitative) • What types of Christ-like characteristics do you feel you can effectively use to impact and lead in a global context? <p>Short-answer interview/focus group</p> <ul style="list-style-type: none"> • What did you learn? • What would you like to learn? • How can the roundtable sessions be improved? (this is a formative assessment to help us improve) <p>Learning objects created from roundtable - Evidence of critical engagement (could also see how often they are viewed once they are put online)</p>	<p>80% of the participants respond positively in 4 or 5 range (on Likert scale)</p> <p>Responses would need to be coded. If this question was asked after each roundtable, responses could be compared.</p> <p>Again, responses would need to be coded and could be compared between roundtable sessions. We might also want to think about purposefully sampling faculty from different schools for each of the focus groups.</p>

<p><i>Global and Christ-centered research</i> Faculty develops research agendas that are global in context and Christ-centered</p>	<p>Evaluated during 5th Roundtable</p> <p>Online/paper evaluation – 5-point Likert scale</p> <ul style="list-style-type: none"> Do you feel confident that you can develop a research agenda that is Christ-centered and global in context? <p>Open-ended question on survey</p> <ul style="list-style-type: none"> What did you learn from today's roundtable that you can use in your teaching and/or research? (qualitative) <p>Short-answer interview/focus group</p> <ul style="list-style-type: none"> What did you learn? What would you like to learn? How can the roundtable sessions be improved? (this is a formative assessment to help us improve) <p>Learning objects created from roundtable - Evidence of critical engagement (could also see how often they are viewed once they are put online)</p>	<p>80% of the participants respond positively in 4 or 5 range (on Likert scale)</p> <p>Responses would need to be coded. If this question was asked after each roundtable, responses could be compared.</p> <p>Again, responses would need to be coded and could be compared between roundtable sessions. We might also want to think about purposefully sampling faculty from different schools for each of the focus groups.</p>
<p>Other potential goals:</p> <ul style="list-style-type: none"> Increased participation in QEP roundtables Increased use of QEP learning objects Increased use of global concepts in research 	<ul style="list-style-type: none"> Count the amount of faculty/staff attending/participating in each roundtable Keep track of how often learning objects posted online are viewed or downloaded Collect evidence of faculty research that include global concepts/perspectives 	<ul style="list-style-type: none"> Increasing #s would show evidence of growing interest/participation

Other Potential Qualitative strategies:

- 1. Treat each roundtable as a case study.** Case studies describe a unit of analysis (in this case each individual roundtable) in depth and detail, holistically, and in context. By treating each roundtable as a separate case study, we could compare similarities and differences between the roundtable experiences.
 - In terms of man hours, this may be fairly extensive, depending on the depth in which we want to take it. For example, we could choose to ask all survey respondents answer short-answer survey items. We would then

need to code the answers into categories. We might also want to consider one-to-one interviews or focus group interviews. Again, the answers would need to be coded before being compared.

2. **Observation of roundtable sessions** – Field notes of audience questions and comments could be used as evidence critical investigation of global concepts.



1000 REGENT UNIVERSITY DRIVE
VIRGINIA BEACH, VIRGINIA 23464-9800
WWW.REGENT.EDU