



Global Learning

QEP
for Success

Global Learning for Success

Saint Augustine's College

November 9-11, 2010, On-Site Review

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I. Executive Summary

After soliciting input from core campus constituencies in selecting and developing a topic for its Quality Enhancement Plan (QEP), Saint Augustine's College chose "Global Learning for Success." The knowledge, skills, and attitudes needed to excel in a global society are more critical than ever at this time of economic uncertainty. Employers seek employees who can engage in various cultures, and who can understand the complexities, nuances, and challenges of such engagement. Beyond the workplace, global knowledge, skills, and attitudes are needed to successfully navigate this ever-changing, culturally diverse world. Our QEP is designed to help our students develop this global competency through both academic and social experiences.

Saint Augustine's College uses the American Council on Education's (2010) definition of global learning: "the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers."

Our QEP will strengthen students' global learning through: 1) an extension of our freshman studies course from one semester to two semesters, integrating global learning and culminating in a global learning project; 2) the transformation of parts of two of our residence halls, serving 40-50 students, into a Global Living Learning Community; and 3) the development of a Global Service Learning Project into our existing Service Learning Program.

With a diverse student population and a mission focused, in part, on experiential learning and appreciating cultural differences, a QEP that promotes global learning fits with the history and mission of Saint Augustine's College. In addition, it expands the foundation of global learning activities and programs already in place at Saint Augustine's College. The adoption of this QEP will ensure a systematic approach and program to encourage students to experience culture and diversity. The overarching goal for Saint Augustine's College QEP is to ensure that students have global learning opportunities that will increase their global competency and help them attain four specific student learning outcomes. As a result of our QEP initiative, Saint Augustine's College students will:

1. Incorporate a comparative understanding of world cultures into their general knowledge;
2. Understand the relationship of power and language, and how language interacts with culture;
3. Locate, analyze, and synthesize information to provide a solution for a global issue;
4. Demonstrate an understanding of the ideas and values expressed in at least one world culture.

To support these initiatives, we will work closely with our Office of Institutional Research and Planning throughout the QEP process to assess the Global Learning for Success student learning outcomes and programmatic improvement.

II. Process Used to Develop the QEP

A. Overview of Saint Augustine's College

Saint Augustine's College is a four-year liberal arts institution affiliated with the Episcopal Church. The institution offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin, or handicap status. Founded in 1867 as Saint Augustine Normal School and Collegiate Institute by the Episcopal Church, part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed slaves and to prepare young men for the clergy. Programmatic emphasis has shifted from the early offerings in normal and industrial education and pre-theological training, to current emphases in scholarship, research, and community service. Today, the College prepares students for graduate and professional experiences through its Division of Business, Division of Liberal Arts and Education, Division of Natural Sciences and Mathematics, and Division of Social Sciences. The Department of Military Science oversees the College's notable Army Reserve Officers' Training Corps (ROTC) program. Saint Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 27 academic disciplines within the four academic divisions. The College houses its own commercial radio and television stations, WAUG-AM750 and WAUG-TV68 (Cable Channel 20), respectively. Saint Augustine's College is accredited by the Southern Association of Colleges and Schools. Saint Augustine's College currently serves 1500 undergraduate students, has 120 faculty members and a staff of 165.

Saint Augustine's College is committed to offering a challenging, relevant curriculum supported by high-quality instruction and research in every field of study. The College aims to ensure students gain the knowledge, skills, experience and values necessary to enrich their lives and to serve the society in which they will live as leaders and change agents. To this end, QEP programmatic goals and objectives address global learning opportunities for our students. These lead logically to the desired student learning outcomes focused on developing students' global competencies. As previously stated, this focus is consistent with the mission of the College.

B. Mission

The mission of Saint Augustine's College is to sustain a learning community in which students can prepare academically, socially, and spiritually for leadership in a complex, diverse, and rapidly changing world. To fulfill the mission, the faculty fosters scholarship and creativity through varied approaches to teaching and learning; the administration facilitates the enterprise by effectively garnering and managing financial and human resources; and the staff contributes to efficient operations by providing essential support services. Through these means, the College pursues excellence by developing:

Flexible and innovative courses of study that integrate theory and practical application through experiential approaches to learning including:

- Opportunities for students to apply what they learn through service learning, community service, internships, and cooperative education;
- Purposeful and individualized programs of study for non-traditional students, through preparation for a career change or re-entry into the work force;
- Knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs.

A QEP that promotes active engagement in global learning fits with Saint Augustine's mission, which focuses, in part, on experiential learning and appreciating cultural differences, the history, and ongoing traditions of our College and diverse student body. In addition, the QEP is consistent with the College's 2008-2013 Strategic Plan. Table 1 depicts this relationship.

Table 1: Relationship of QEP Objectives to the College's Strategic Plan

QEP Objective	Strategic Goal
Increase global learning in the academic experience	Strategic Initiative #1 – Academics <i>“Promote awareness and access to global/international perspectives across the curriculum.”</i>
Increase global learning in the social experience	Strategic Initiative #2 – Student Welfare <i>“Develop and sustain a residential campus of teaching communities that are personal, engaging and designed to foster leaders and change agents.”</i>

C. QEP Committee

The process of selecting the focus of the Saint Augustine's College Quality Enhancement Plan (QEP) began in spring 2008. At the May 2008 Faculty Institute, Saint Augustine's College liaison to SACS and Executive Vice President Dr. Kim Luckes made a presentation on the significance and requirements of the QEP. From January 2008 through mid-June 2009 faculty submitted topics including service learning, mentoring, and globalization. Dr. Luckes nominated a cross-sectional representation of faculty and staff members to the general QEP committee and sent these nominations to the president of the College for confirmation. On March 16, 2009, the president sent a memorandum to these individuals asking for their service on this important committee. Dr. Yvonne Coston, Vice President of Academic Affairs, chaired the selected committee (see Table 2 below). Subsequently subcommittees were formed (See Appendix B).

Table 2: QEP Committee Members

NAME	TITLE	DIVISION/DEPARTMENT
Dr. Yvonne Coston	Vice President	Academic Affairs
Ms. Sonja Bennett	Associate Vice President	Marketing and Communications
Lt. Col Angela Haynes	Dean	Division of Military Science
Dr. Linda R. Hubbard	Assistant Vice President and Director	Center for Teaching and Learning
Dr. Kenneth Jones	Dean	Division of Natural Science and Mathematics
Mr. James Lyons	Assistant Professor	Division of Social Sciences
Mr. Christopher Massenburg	Artist In-Residence	Division of Liberal Arts and Education
Ms. Marece Mayo	Director	First Year Experience
Dr. Iyailu Moses	Assistant Dean	Division of Liberal Arts and Education
Dr. Laurie Rodgers	Director	Institutional Effectiveness
Ms. Cecilia Shelton	Director	Writing Center
Dr. Lalchand Shimpi	Associate Professor	Division of Business and Computer Science
Dr. Theresa Tuwor	Assistant Director	Institutional Effectiveness
Ms. Pamela Twitty	Assistant Comptroller	Office of Business and Finance

D. Selection and Development of the QEP Topic

Our QEP topic, Global Learning for Success, developed over two years through several iterations as the community came to a deeper understanding of the QEP process and the learning outcomes desired for students. Table 3 below depicts the timeline of our process.

The topic of global learning emerged as a natural extension of the College's history and mission. Over the past three years, Saint Augustine's College has been involved in promoting global awareness in the classroom. Because the College's strategic plan has a global component ("*Promote awareness and access to global/international perspectives across the curriculum*"), several divisions and departments had ongoing global learning activities in their respective areas. At the May 2009 Faculty Institute, faculty discussed the need for a more formal emphasis on globalization or global learning across departments and common student learning outcomes of global learning.

Therefore, Dr. Yvonne Coston and Dr. Laurie Rogers began by surveying faculty and staff on globalization and internationalization in May and June 2009 to determine their thoughts and understanding of a QEP topic and to guide the QEP Committee in its initial meetings. The results indicated a need to formalize the College's promotion of global perspective across the curriculum. Faculty and staff indicated that they did not embrace the term "globalization"; they indicated that the term "globalization" connoted superior systems influencing or dominating inferior systems.

The QEP Committee also reviewed a campus-wide survey on the international experiences and awareness of students. The 356 students surveyed were randomly selected and included a representation of both males and females from all divisions and classifications of Saint Augustine's College. Results confirmed faculty and administrator perceptions that an approach to fostering global learning was an area of needed development. When asked how comfortable they were discussing global issues, more than a quarter of those surveyed admitted to being uncomfortable or only somewhat comfortable. The survey also presented students with descriptions of the varied international opportunities available at Saint Augustine's College (e.g., courses with significant international components; research projects, seminars, practicums, and internships with significant international components; travel opportunities with Saint Augustine's College students outside the U.S.). More than a quarter of the students reported that they had not participated in any of the global opportunities offered by the College. Moreover, 74% of the students surveyed responded that they did not plan to participate in study abroad. Of those, 31% reported that their reasons for not studying abroad were fear of the unknown or a lack of interest. The QEP team also reviewed a survey administered to graduating seniors in spring 2009. When asked about the types of activities and educational experiences in which they had participated only 8% had participated in study abroad.

Based on these data, the task for the QEP Committee was to determine the topic and programs that would best achieve the overall goal of enhancing students' global learning. From June to August of 2009, the QEP Committee met to discuss the possibilities for creating a specific action plan from the broad topic. The discourse developing the College's QEP topic went through different phases, with globalization initially serving as the main topic. The Literature Review Subcommittee provided the QEP Committee with literature that drew the committee's attention to a negative connotation of "globalization." Due to research, discussion, and survey results that provided opinions of the negative connotation of "globalization," it was ruled out as an option. The committee then considered using the term "global learning" but believed that the topic needed to be expanded to be reflective of the desired outcome, and then changed it to

“global learning for leadership.” During this period, the committee discussed the focus of global learning for leadership and scrutinized current literature and global learning initiatives already in place at Saint Augustine's College. The committee began developing the QEP using “Global Learning for Leadership” as its topic. However, efforts to operationalize the leadership construct and to design an appropriate strategy for assessing advances in student leadership proved too complex for the current plan. Thus, after much discussion, the committee decided on the topic “Global Learning for Success”.

Simultaneously with the ongoing discussion of the detailed definition of the topic, the QEP Committee began to focus on the educational activities and experiences that would best enhance student's global learning. The committee decided that a combination of new global learning initiatives combined with assessing and formalizing “global learning” opportunities already taking place in some departments would enhance student learning at Saint Augustine's College. The committee wanted to find ways to incorporate global learning into the curricula of all students, not just those who participate in study abroad or international studies courses. Initial discussion included incorporating global learning objectives into all courses; this was later rejected as being overly ambitious and lacking in focus. Incorporating a Global Learning Project into an extended Freshman Studies course seemed both feasible and focused.

The QEP Committee divided into subcommittees to further the discussion and direction of the QEP. The subcommittees (Appendix B) included documentation; timeline, budgets, and marketing plans; literature review; and assessment instruments. The documentation subcommittee was assigned to maintain records of QEP discussions. The timeline, budget, and marketing subcommittee was charged with collecting Internet links for other institutions' QEPs with topics of, or related to, globalization, global awareness, or internationalization. This subcommittee was charged with developing a timeline, budget, and marketing plan. The literature review subcommittee's task was to outline the literature on globalization, global awareness, and internationalization. The fourth subcommittee, the assessment subcommittee, was charged with preparing an annotated bibliography of assessment methods, instruments, and tools that could be used to evaluate students' understanding of globalization, global awareness, and internationalization.

In March 2010, Ms. Andrea Lloyd was hired as the QEP Internal Evaluator. On March 11, 2010, the committee articulated the overarching goal of the QEP and began to develop detailed student learning outcomes. It also recognized that faculty support and training for global learning are crucial for the sustainability of related programming. In a subsequent meeting, the committee worked to identify specific objectives and outcomes and began to discuss methods for assessing intended outcomes. During the March 18, 2010 faculty meeting, the QEP coordinator presented the goals and the objectives of the plan. The faculty supported the QEP topic and sent the committee forth to develop the plan further.

Between the months of March and April, the QEP committee and QEP Internal Evaluator developed a QEP proposal with an overarching goal and objectives. The overarching goal for Saint Augustine's College QEP is to ensure that students have global learning opportunities that will increase their global competency and help them attain four specific student learning outcomes. Objectives, strategies, measurable outcomes, and assessment instruments were reviewed. Various learning components—including the freshman seminar, conversion of parts of two residential facilities to a Global Living Learning Community, adding global learning objectives across the curriculum, an international studies minor, various types of global service

learning projects, and various study abroad programs—were considered further as potential experiences to help our students reach the desired learning outcomes.

A QEP Task Force was established under the leadership of Dr. Tammalyn Thomas-Golden, Assistant Vice President for Institutional Research and Planning, to review the proposal and offer suggestions.(Appendix B).The QEP Task Force met June 13-16, 2010. The discussions and suggestions were submitted to the QEP Committee. The QEP committee held a series of meetings in August to incorporate and refine the QEP topic. Three learning components—the freshman seminar, the Global Living Learning Community, and the global service-learning project—were chosen as appropriately measurable and feasible to accomplish within the timeframe of the QEP and available resources. The QEP proposal was further developed around these three components and presented to Mr. Russell Brodie, QEP Coordinator and Dr. Thomas-Golden, Assistant Vice President for Institutional Research and Planning to prepare for submission.

Table 3: Timeline of Events and Activities during QEP Planning Process

Time Period	Event, Activity, Work Product	Division, Departments and/or Individuals Involved
2008		
May	QEP Presentation at Faculty Institute	Dr. Kim Luckes, Executive Vice President
2009		
March	Memorandum for QEP Committee appointment	Dr. Dianne Boardley Suber
May	Faculty and Staff Internationalization Survey	Dr. Yvonne Coston and Dr. Laurie Rodgers
June	Survey on administrators/staff perception on globalization	Dr. Yvonne Coston and Dr. Laurie Rodgers
	First QEP general meeting and the formation of subcommittees	Dr. Yvonne Coston , Vice President for Academic Affairs
July - August	Defining the topic of the QEP Subcommittees report	Committee members
August	QEP Update given at Institutional Professional Development Institute Question and Answer Session Student Focus Group held	QEP Committee Yale Consultants
2010		

Time Period	Event, Activity, Work Product	Division, Departments and/or Individuals Involved
January	New QEP Coordinator (Mr. Russell Brodie) hired by Dr. Luckes	Dr. Kim Luckes
	Updates from the various subcommittees	QEP Committee
January 2010	Discussion on the snapshot of format of possible QEP model	QEP Committee
February	Updates from subcommittee; Discussion of Salem College's Bridge Connecting Act; Western Kentucky University's Engaging Students for Success in a Global Society; and syllabi from Saint Augustine's College's Military Science, Criminal Justice, History, Social Work and Psychology Departments	QEP Committee Mr. Christopher Massenburg Mr. James Lyons
March	QEP Internal Evaluator (Ms. Andrea Lloyd) hired by Dr. Yvonne Coston	Dr. Yvonne Coston
	Review of goals, objectives, instruments & measurable outcomes	General Committee Presented by Literature review committee
	Review and categorization of goals and objectives	Facilitated by Mr. Russell Brodie and Andrea Lloyd
	Discussion and approval of the three components of the QEP and global learning measurement tools Change of topic title from "Global Learning for Leadership" to "Global Learning for Success"	QEP Committee Facilitated by Mr. Russell Brodie and Andrea Lloyd
	Discussion of element achieving curriculum learning experience objectives and outlining of curriculum learning experiences Discussion of Global Modules	QEP Committee Facilitated by Mr. Russell Brodie and Ms. Andrea Lloyd
April	Discussion and update of Global Perspective Inventory (GPI) Integration of global curriculum from the Division of Liberal Arts and Education	QEP Committee Facilitator- Mr. Russell Brodie and Ms. Laurie Limbrick-Thompson

Time Period	Event, Activity, Work Product	Division, Departments and/or Individuals Involved
	Discussion of timeline and internationalization of Web page Pilot Global Module	QEP Committee Facilitators – Dr. Yvonne Coston, Mr. Russell Brodie and Ms. Shere McClamb
May 2010	Discussion of QEP goals, objectives, and components	QEP Committee Dr. Tammalyn Thomas-Golden Facilitator – Dr. Dianne Boardley Suber
	Presented research on Global Studies minor	Dr. Theresa Tuwor
June	Establishment of the QEP Task Force headed by Dr. Tammalyn Thomas-Golden	Dr. Dianne Boardley Suber
	Review of the QEP by Task Force members	Facilitator – Dr. Tammalyn Thomas-Golden
	QEP presentation to the Board of Trustees	Dr. Tammalyn Thomas-Golden
August	QEP presentation to faculty at the August Faculty Institute	Dr. Tammalyn Thomas-Golden
	Meeting with QEP Committee and Assistant Vice President for Institutional Research and Planning	QEP Committee Facilitators – Dr. Yvonne Coston, Mr. Russell Brodie and Dr. Tammalyn Thomas-Golden
	Meeting with QEP Committee and Assistant Vice President for Institutional Research and Planning	QEP Committee Facilitators – Dr. Yvonne Coston, Mr. Russell Brodie and Dr. Tammalyn Thomas-Golden
August-September	Meeting with QEP Coordinator and Assistant Vice President for Institutional Research and Planning	Mr. Russell Brodie and Dr. Tammalyn Thomas-Golden

III. Identification of the Topic

A. Definition of Global Learning for Success

Among Saint Augustine's College's core aims is the development of opportunities for students to apply what they learn through service to others, internships, and cooperative education. The College also endeavors to advance students' knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs. Saint Augustine's College uses the American Council on Education's definition of global learning (2010): *"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."* The decision to use the American Council on Education's definition of global learning came only after much debate and discussion, which included research provided by various members of the QEP Committee. Discussions centered initially on members' understanding of "global learning," and progressed to the desire to ensure that the topic chosen included a component involving the development of students beyond college. Several definitions included the cultural aspect of global learning but few incorporated application of knowledge. The American Council on Education's definition encapsulated both with the statement that students would be able to *"apply this knowledge and appreciation to their lives as citizens and worker."*

B. Current Global Learning Opportunities at Saint Augustine's College

Saint Augustine's College has been involved in efforts to increase global learning for some time. As stated above, both our mission and strategic plan support global learning. The mission states that the College emphasizes "knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs." However, our data show that current programs are significantly affecting relatively few students. Therefore, a more coordinated initiative, beginning with all freshmen and with an emphasis on assessment, is needed to ensure the breadth and depth of outcomes we envision. The description below of our current global learning opportunities will facilitate understandings of the enhancements planned with our QEP.

International Studies Department

For more than ten years, Saint Augustine's College International Studies Department (ISD) has been leading the campus in its celebration of International Education Week (IEW). Students are an integral part of the celebration. For example, students in the English Department have participated in IEW activities by sharing original poetry inspired by Chilean poet and Nobel Prize winner Pablo Neruda, French poet Andre Breton (founder of the Surrealist movement), and various modern spoken-word artists from across the globe. The evolution of Saint Augustine's College's participation in IEW has inspired collaborations across departments, divisions, and groups as well as partnerships with neighboring institutions to craft and lead IEW events.

The ISD also holds a spring lecture series to promote international awareness. The series provides the professors in the department the opportunity to discuss topics related to their research or other topics that they feel would be of interest and benefit to the students. During the spring lecture series, departmental faculty chooses either to present or to bring in a guest lecturer to speak to the students, faculty, and staff. The ISD also engages students in international activities held in the wider community. These events, which are included as part of

course syllabi or announced in classes to promote other cultures, include festivals, fairs, and cultural arts programs.

The ISD is beginning the process of creating a new minor in International Studies. The global learning QEP will be helpful in developing student interest and faculty expertise to support this new minor as it becomes a reality.

Global Learning Curricular Infusion

The Division of Liberal Arts and Education (LAE) have piloted global learning programs in several of its courses. Many of its programmatic elements are included in the design of the QEP's components. Since the spring 2009 semester, LAE administrators have guided faculty in these departments in the development of course-relevant global learning objectives and the integration of activities within established course structure. Assessment of student learning outcomes has included student expressions of their sense of responsibility to disenfranchised communities and cultural reflection student assignments consisting of a written report as well as a creative presentation. Currently, many courses in the Liberal Arts and Education Division include a global learning component in their curricula. However, the process is not formalized and no regular and formalized assessment occurs.

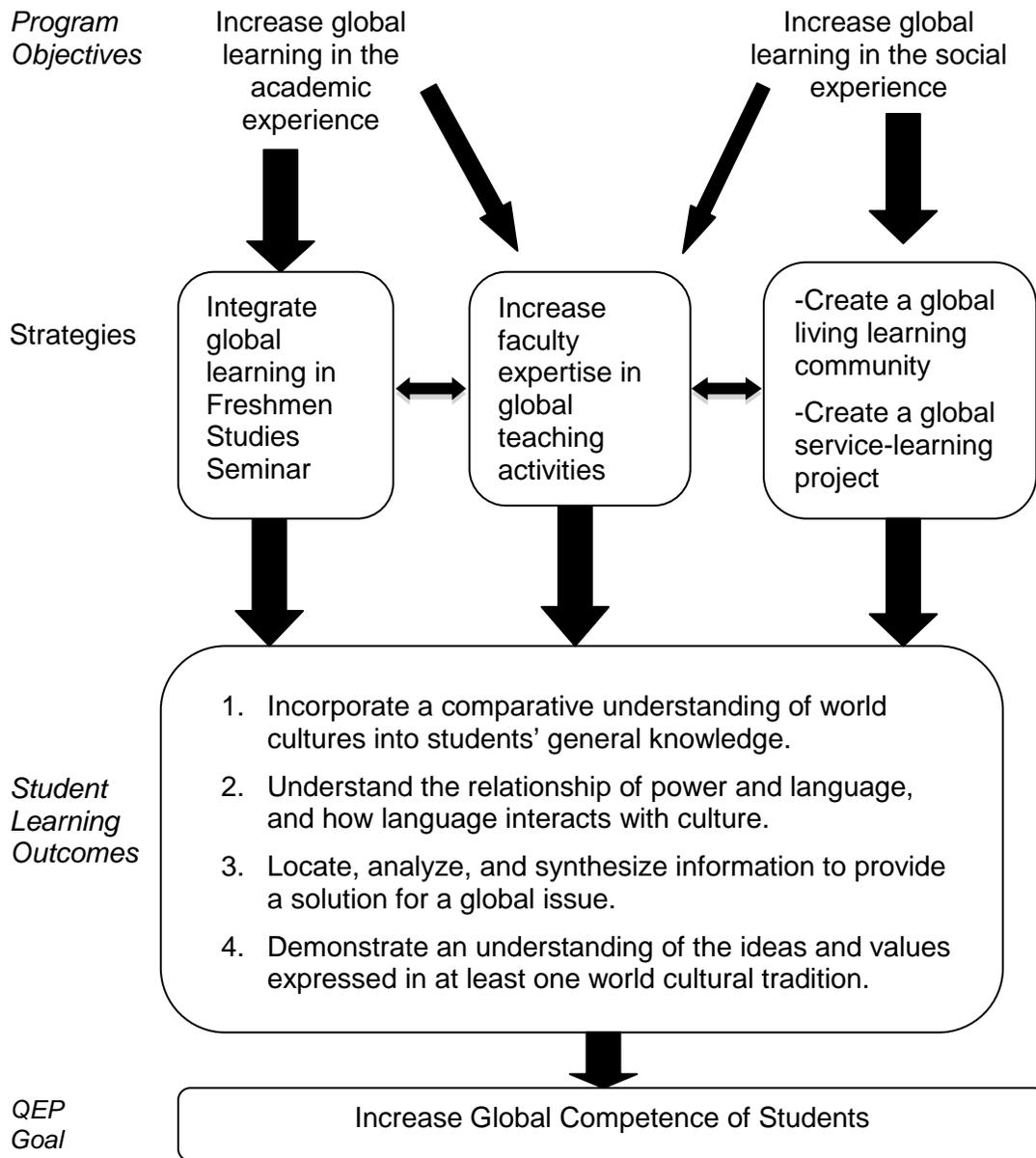
Study Abroad

Currently, there are three study abroad opportunities available: a five-week program in China and two different programs ranging from two to four weeks in England. Only a small number (approximately 15 students/year) are able to participate in these programs. Eventually we hope to expand this number.

C. QEP Model: Global Learning for Success

Our topic "Global Learning for Success" is vital in today's global society. Students need global competencies to compete in a global society, and the global society needs leaders who can think beyond their own perspective to contribute to solving global problems. The overarching goal for Saint Augustine's College QEP is to ensure that students have global learning opportunities that will increase their global competency and help them attain four specific student learning outcomes. The key components to the Saint Augustine's College QEP are displayed in Figure 1. This diagram illustrates the relationship between the program objectives, strategies, and student learning outcomes. The objectives, strategies, and learning outcomes will be monitored and assessed throughout the five-year initiative.

Figure 1: QEP Model



IV. Desired Student Learning Outcomes

Our four student learning outcomes reflect the knowledge and understanding that we intend to develop in our students through both academic and social experiences. Because of the QEP, students will:

1. **Incorporate a comparative understanding of world cultures into their general knowledge.**

Because we acknowledge the global context of the world, our students will develop an understanding of how world cultures impact their own knowledge base. Students will identify and analyze prevailing world cultures, religious, and political conditions and global trends. By studying world cultures in an experiential learning context within a diverse learning community, each student will become more aware of how culture contributes to the formulation of one's own perspective and that of others.

2. Understand the relationship of power and language, and how language interacts with culture.

An important part of global learning is language. Through general education courses, our students gain a conversational understanding of a particular second language. However, as global learners, students need to understand the inter-relations of power and language. Student will develop an understanding of how the language(s) a person speaks may create or constrain their perspective and opportunities.

3. Locate, analyze, and synthesize information to provide a solution for a global issue.

The technology advances of a global world ask students to sort through vast amounts of information. Students will practice tools and strategies that will allow them identify and evaluate information to make informed decisions. Students will understand the political, social, and economic issues surrounding a global problem and be able to translate the information into an effective solution.

4. Demonstrate an understanding of the ideas and values expressed in at least one world cultural tradition.

Recognition and understanding of a different culture is a key component of global learning. Students will be exposed to different cultural experiences. They will develop the ability to critique, question, and create their own theories and perspectives. In addition, they will engage in activities that will ask them to defend and support the ideas of culture. This way, students will develop an avenue of demonstrable understanding and open-mindedness.

V. Literature Review and Best Practices

Our world is increasingly interconnected. As Thomas Friedman (2005) so eloquently explains in *The World is Flat*, today's students compete in a vastly different world from previous generations. Technology makes it possible to outsource globally; from computer programming to examining mammograms, many tasks can be digitized and transmitted to skilled workers, no matter where they reside. Collaboration and competition cross national and cultural boundaries. Global teams have become critically important (Marquardt & Horvath, 2001). To be ready for this world our students need global competencies. To understand these competencies and shape, define, and redefine the Quality Enhancement Plan topic, faculty and staff members at Saint Augustine's College reviewed numerous articles, books, and websites. The Literature Review Sub-Committee compiled and forwarded research to the QEP Internal Evaluator who in turn presented this information to the QEP Committee. As discussions of the QEP topic continued, committee members provided additional literature to aid in narrowing and defining the scope of the QEP topic. The QEP Internal Evaluator again compiled and disseminated these materials to the committee for their review at QEP committee meetings. The literature presented here reflects the committee's current understanding of global learning practices and intercultural

competency and supports the main strategies we intend to implement as we seek to provide experiential learning opportunities to educate students beyond the classroom in various cultural environments.

Global Learning and Intercultural Competency

After much discussion, the QEP Committee decided to base our QEP model on global learning rather than globalization and to use the American Council on Education's (ACE) definition of global learning. ACE (2010) defines global learning as:

“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.”

This definition was developed for ACE's *Global Learning for All* project and includes the breadth, depth and application that the QEP Committee thinks is needed by our students. The Committee wanted the QEP global learning initiatives to help students gain global competency.

While there is lots of discussion of the need for American students to be globally competent, there is no single agreed upon definition or list of required skills for global competence (Hunter, 2004). However, in a further study, Hunter, White, & Godbey (2006) used a Delphi Technique with a panel of 17 people with professional expertise operating in an international context (human resource officers at transnational companies, U.N. officials, etc.) to develop a working definition of global competence followed by a broader survey to investigate what is needed to develop this competence. The definition developed by the expert panel was “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 environment.” Deardorf (2006) in a similar study investigated components of intercultural competence. The intercultural experts in her study largely agreed on components very compatible with this definition. The National Education Association (2010) defines global competence as “the acquisition of in-depth knowledge and understanding of international issues, an appreciation and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and the skills to function productively in an interdependent world community.” Our QEP focuses on all of these except foreign language acquisition, which is already required by as a part of our general education graduation requirements.

Intercultural competency focuses in particular on the knowledge, skills and attitudes that allow students to navigate successfully through diverse cultural settings in a global society. Intercultural competency enables students to engage in academic, professional, and social settings in different countries in a way that allows them to empathize, appreciate, and communicate effectively with people from different countries and cultures. Intercultural competency helps students develop the knowledge and desire to want to know about others in a way that is meaningful and respectful. While there does not seem to be consensus on the terminology associated with intercultural competence, one element that educators involved in global learning do agree on is the ability to see the world from another's point of view or perspective (Deardorff, 2006, 2009).

In order to gain this ability to see the world from diverse perspectives, students need to develop knowledge and understanding of various world cultures. They also need to understand the interaction between language and cultures and the role that language plays in the maintenance of power by dominant cultures. Power and language are intimately related. Through imperialism and globalization, language hierarchies have emerged. These hierarchies of language mirror the distribution of power in societies. Conquering powers eradicate or marginalize indigenous languages. As Christensen (2009) explains, using examples from African and Native Americans in the U.S. to indigenous peoples in Australia and South Africa, this marginalization has a profound effect on language minority students. Understanding the historical social context of the use of language to enforce societal power structures will help our predominantly African American students understand their own experiences and those of others as they examine the interaction of cultures here and abroad. Therefore, we have included a student-learning outcome related to gaining this understanding.

Competency, specifically intercultural competency, occurs along a continuum. As students increase their knowledge of other cultures, open their minds to the perspectives of others, and learn to communicate empathetically, students will move away from behavior that is hostile, rigid, and ineffective in this global society. Bhawuk and Brislin (1992) argue that, "To be effective in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures." Employers seek employees who are able to navigate implicit and explicit cultural, social, and professional boundaries successfully. This means if students are to be competitive, these must know or at least understand and be willing to learn the nuances that one may encounter in dealing with issues of gender, race and ethnicity, age, language, class, and status. Intercultural competency is the skill that enables them to do so.

There is no way to know everything about another culture. Culture is dynamic, multi-faceted, and is always changing. What culture is today is not what it will be tomorrow. People make up various components of culture and as the people in those cultures evolve or change, the culture itself changes. With those changes comes the need to learn about an ever-changing world and the people in it for health, safety, academic, social, and professional reasons. Bertelsmann Stiftung (2006), a European company specializing in intercultural competence, has developed theses based on Deardorff's model for intercultural competence. Bertelsmann Stiftung argues "the development of intercultural competence is thus complex and multidimensional and, depending on the intercultural situation, can take on a variety of forms." While students cannot know about all aspects of culture, they can seek to immerse themselves in the thought processes that a person of another culture may encounter in various academic, professional, social, and cultural settings. As they learn more about the things that make us different, students also learn the things that make us similar. They move towards competency if they are open to understanding and appreciating those similarities and differences.

As students become more interculturally competent, they acquire the ability to identify information about other cultures, analyze what they learn and then synthesize what is learned in a way that is credible, effective, and beneficial regardless of the global learning environment. A key to intercultural competency is access and involvement. Students must have access to diverse cultural experiences but also must be engaged in a way that ensures their involvement is culturally enriching. Students cannot identify, analyze, nor synthesize what they have not been exposed to. Experiential exposure increases the likelihood that students will have meaningful cultural experiences. The result is students who can encapsulate global learning experiences and use their intercultural competency skills to excel in various academic and professional settings.

Experiential Learning

“Experiential learning is participative, interactive and applied. It allows contact with the environment, and exposure to processes that are highly variable and uncertain. It involves the whole-person; learning takes place on the affective and behavioral dimensions as well as the cognitive dimension” (Gentry, 1990, p. 20)

While students can acquire certain knowledge of culture in a classroom, the depth of that knowledge is amplified when supported with experiences that provide practical application. Saint Augustine's College is committed to experiential education as a means of extending traditional classroom instruction, exposing students to a variety of real world challenges and assuring that students incorporate global competencies into their overall learning.

The National Society for Experiential Education (NSEE), a professional association for practitioners of experiential learning, has defined eight principles as guidelines for achieving the best results from programs that have an experiential component. The eight NSEE principles (2010) are: 1) intention, 2) preparedness and planning, 3) authenticity, 4) reflection, 5) orientation and training, 6) monitoring and continuous improvement, 7) assessment and evaluation, and 8) acknowledgement. Without careful planning that incorporates each of these principles, the immediacy of the demands of participation in an experience can overtake thought about learning outcomes. This may result in poorly assimilated experiences and less development of skills. Lynne Montrose (2002) explains how the NSEE principles can be applied to study abroad and shows the importance of a cyclical process in helping students critically analyze and integrate experiential learning into their overall academic experience. Saint Augustine's college plans to incorporate these principles into the development of the experiential components of the Freshman Seminar, the Global Living Learning Community and the Global Service Learning Project.

Freshman Seminars

Pascarella and Goodman (2006) summarize Pascarella and Terenzini's extensive analysis of the literature on the effects of freshman seminars and conclude that the evidence supports the use of freshman seminars to promote student achievement and retention. The importance of first year seminars as mechanisms for promoting academic success, developmental of skills (such as time management, critical thinking skills, etc) and transition to college have been noted in extensive research by The National Resource Center for First Year Experience and Students in Transition(2010).

Living Learning Communities

Over the past twenty years, there has been a renewed interest in creating learning environments within the residential living experience. According to Luna & Gahagan(2008), residential living at colleges and universities has undergone a paradigm shift that acknowledges, “learning happens outside the classrooms...” The modern model of living-learning communities is credited to Alexander Meiklejohn at the University of Wisconsin at Madison. Meiklejohn created a two-year program called the Experimental College, in which program participants studying history and development of democracy, were asked to live by the democratic ideals they were studying(Shapiro & Levine, 1999). Today's living-learning communities have evolved into variations of themed programming providing learning, growth and development to the student's collegial experience (Astin, 1993; Shapiro & Levine, 1999).

As colleges and universities look for ways to enhance the student's collegial experience, the advantages of integration of academic and social learning through living learning communities became apparent. With living learning communities, colleges and universities can extend the learning environment and offer students meaningful engagement and learning opportunities beyond the classroom. Participation in the Global Living Learning Community will afford students the opportunity for practical application of what they have learned in the First Year Experience program and their Freshman Studies class. As a participant in the Global Living Learning Community, students will engage in activities, discussions and other cultural events that will allow for their personal and professional growth. This community is intended to challenge and motivate students, whose interests, experiences, and aspirations have a strong international component, including students planning international studies minors and those interested in international internships, study abroad or international work or service. The program staff will include a Residence Hall Director and residence assistants, who assist with the development of specially designed programs and activities emphasizing cross-cultural interaction with both intellectual and social dimensions.

Service Learning

Service learning is a form of experiential learning that ties a community service-learning project to a student-learning outcome. The objective of service learning is to support the development of civic participation and engage students in learning opportunities outside the classroom. Unlike traditional community service projects, service learning is intentional and structured. For a service-learning project, the student must understand the philosophy, mission and condition of those the student seeks to serve. Learn and Serve America, a National Service-Learning Clearinghouse, states that while the experiences offered by service learning tend to be diverse in nature, there are some similar characteristics. Adapted from Eyster & Giles, *Where's the Learning in Service-Learning?* (1999), The National Service-Learning Clearinghouse lists on their website common characteristics of service learning including:

- “They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.”(National Service-Learning Clearinghouse, 2010)

Through the QEP, students will engage in service learning projects that are applicable and relevant to global learning. The intent of the global service-learning project is to for the student to develop an understanding and recognition of the connection between him/herself, the local community and the global society.

VI. Actions to be Implemented

The overarching goal for Saint Augustine's College QEP is to ensure that students have global learning opportunities that will increase their global competency and enable them to attain our four specific student learning outcomes. In order to be sure that students reach these outcomes our QEP encompasses two primary objectives as depicted in our QEP model (Figure 1) above: 1) to increase global learning in the academic experience and 2) to increase global learning in the social experience. We will achieve these objectives through the strategies described below.

Strategy #1: Integrate global learning component into Freshmen Studies.

All freshmen at Saint Augustine's College will participate in a globally focused seminar course and complete a global learning project as part of the First Year Experience program. Our existing Freshman Studies course is a one-semester one-credit seminar focused on developing the skills and relationships needed to make the transition to college life. Our QEP strategy is to extend this into a second semester course with credit hours to be determined. The 2nd semester of the Freshmen Studies course will be devoted to increasing freshmen's understanding of global society and their place in this society. The course will be 16 weeks, with freshmen meeting twice a week to explore the complexities, challenges, nuances, and exciting opportunities involved in global learning. This course will engage students in cultural seminars that allow them to explore and develop understanding of various cultures as well as to gain a deeper appreciation of their own culture. Topics will include: Global Society and Culture, Global Health and Social Justice, Role of Language in Culture and Politics, Religion in a Global Context, and Wealth and Poverty. The culmination of the course will be a project where students will conduct an in-depth analysis of one culture based on the course topics mentioned above. Students will provide a written, oral, and creative response to their project. Incorporating the Global Learning Project into the First Year Experience program and specifically the Freshman Studies Course, the College will begin to increase the global knowledge base of its community as a whole.

In order to carry out this strategy the Global Learning Committee will begin meeting in the summer of 2011 to develop a detailed curriculum to ensure that students achieve the QEP student learning outcomes. The Committee in conjunction with the Office of Institutional Research and Planning will create a rubric that will be used to assess student demonstration of all four student outcomes as expressed in their global learning projects. This process will be completed by November of 2011. In the spring 2012 a pilot section of this course will be taught as an elective. The course will be carefully evaluated and modified as necessary before requiring it of all freshman starting with the class entering in Fall 2012 (class of 2017). The curriculum modifications will be implemented beginning fall 2012.

Strategy #2: Increase faculty expertise in global teaching.

Faculty members with expertise in global learning are a key component in increasing both academic and social global learning opportunities for students. Faculty professional development for the global learning initiative will provide all faculty members, regardless of discipline or division, with strategies for curriculum development, materials, mentoring, and technical resources necessary for increasing the global learning component in their courses. Faculty will be offered multiple professional development opportunities including faculty institutes that promote the development of skills essential for the promotion of global learners. Faculty will learn to engage students in global activities, challenge them to think critically, and communicate effectively their ideas. The faculty additionally will learn to appreciate diverse cultures and encourage acceptance of differences both in and outside the classroom. Faculty will be encouraged to attend conferences and workshops with a global focus. The Center for

Teaching and Learning and the Prezell R. Robinson Library will collaborate to offer workshops on how to access information about global issues and information on the use of pedagogical strategies for promoting student global learning. The Center for Teaching and Learning will purchase additional resources with a global component to be available to faculty.

Strategy #3: Creation of a Global Living Learning Community.

The QEP coordinator will work in conjunction with the Residence Hall Director and Residence Assistants to transform parts of two of our campus residence halls (one male and one female) into a Global Living Learning Community serving approximately 40-50 students. The new Global Living Learning Community will open in fall2013. The Global Living Learning Community will provide an additional avenue for a student's global development, with staff-developed program components that stress cross-cultural learning and social interaction (University of Illinois at Urbana-Champaign, 2010). Participating in the Global Living Learning Community will facilitate personal relationships among students, faculty, and staff that are centered on global experiences. Most important, the Global Living Learning Community will connect cultural activities and global learning in a specific residential setting.

Strategy #4: Development of a Global Service Learning Project

Brian Floyd, Director of Community Services is responsible for Saint Augustine's College Service Learning Program. He will work with students to develop a global service learning group open to all students beginning in 2014. Each year these students will choose a service learning project with an international focus and work together to accomplish their project goals. In the past Saint Augustine's College students, faculty and staff have come together to respond to international emergencies such as the earthquake in Haiti with fundraisers and awareness campaigns; this will be an opportunity to build a sustained effort while developing student knowledge and skills. Projects will be designed to have a combined educational and service component while developing relationships with people in or from other countries. Faculty and staff oversight will guide students in discussing appropriate projects, avoiding the pitfalls of international aid, and in developing systems to assure the integrity of information and financial aspects of all projects. Initially, projects will not involve travel although a future project that included students traveling to and volunteering on an overseas project might be a possibility. Our goal is for at least 20 students to become involved in this group.

VII. Timeline

Table 4: Timeline Overview

	Year 1 2011-2012	Year 2 2012-2013	Year 3 – 5
PROGRAM	<p>Recruitment of Freshmen Studies Instructors</p> <p>Hire a QEP Administrative Assistant</p> <p>Create a marketing brochure</p> <p>Pilot section of Freshmen Studies begins Spring 2012</p>	<p>All spring sections of Freshmen studies implemented</p>	<p>Launch Global Learning Community</p> <p>Global service learning project offered</p>
ACTIVE LEARNING STRATEGIES	<p>The Freshmen Studies instructors will attend professional workshop on global learning</p>	<p>SAC Faculty will attend professional workshops on global learning</p>	<p>SAC Faculty will attend professional workshops on global learning</p> <p>SAC Faculty will attend professional workshops on rubric development</p> <p>CTL will host a Global Learning Summer Institute</p>

	Year 1 2011-2012	Year 2 2012-2013	Year 3 – 5
STUDENT SUPPORT SERVICES		<p>The residential administrative staff will attend training on global living learning communities</p> <ul style="list-style-type: none"> • Purchase training materials • Conduct formal training at the beginning of each semester <p>Conduct assessment of residential staff</p>	<p>Conduct a global learning service project each semester</p> <p>Conduct 3 global learning activities in the global learning community each semester</p> <ul style="list-style-type: none"> • Purchase materials for activities • Purchase refreshments for activities (if necessary) • Conduct assessment of each activity
		<p>Global Learning community staff will attend training on living learning communities and global learning.</p> <ul style="list-style-type: none"> • Purchase training materials • Conduct formal training at the beginning of each semester • Conduct assessment of residential staff 	<p>Global Learning community staff will attend training on global living learning communities</p> <ul style="list-style-type: none"> • Purchase training materials • Conduct formal training at the beginning of each semester • Conduct assessment of residential staff

	Year 1 2011-2012	Year 2 2012-2013	Year 3 – 5
ASSESSMENT	<p>Conduct QEP Advisory Board meeting each semester</p> <p>Conduct Global Learning Committee each semester</p> <p>Administer global inventory for baseline data collection (student sample)</p>	<p>Conduct QEP Advisory Board meeting each semester</p> <p>Conduct Global Learning Committee each semester</p> <p>Administer global inventories to freshmen</p>	<p>Conduct QEP Advisory Board meeting each semester</p> <p>Conduct Global Learning Committee each semester</p> <p>Administer global inventories to freshmen</p>
		<p>CTL and IRP reviews the faculty global learning workshops</p> <p>Assessment of student learning outcomes and program outcomes</p> <ul style="list-style-type: none"> • Enter assessment data into Compliance Assist!* • Complete annual assessment report • Meet with QEP Advisory Board each Semester 	<p>CTL and IRP reviews the faculty global learning workshops</p> <p>Assessment of student learning outcomes and program outcomes</p> <ul style="list-style-type: none"> • Enter assessment data into Compliance Assist!* • Complete annual assessment report • Meet with QEP Advisory Board each Semester

*Compliance Assist! is SAC's on-line institutional effectiveness database.

Table 5: Detailed Implementation Timeline

Primary Tasks	Participants	Methodology/Strategy	Outputs, Outcomes & Assessment
YEAR 1			
Appoint Faculty and Staff to QEP Advisory Board	<ul style="list-style-type: none"> SAC Leadership Team QEP Coordinator 	SACS Leadership team makes recommendation to President	Board Appointments made by March, 2011
Appoint Faculty and Staff to Global Learning Committee	<ul style="list-style-type: none"> SAC Leadership Team QEP Coordinator 	SACS Leadership team makes recommendation to President	Board Appointments made by March, 2011
CTL will host a Global Learning workshop @ August Institute (Focus: Global Learning for Success)	<ul style="list-style-type: none"> CTL Director QEP Coordinator 	At the beginning of the fall semester, CTL will host a global learning workshop during the Faculty Institute	CTL will conduct an assessment of the speaker and workshop
Hire a QEP Administrative Assistant	<ul style="list-style-type: none"> SAC Leadership team 	Position advertised through Human Resources QEP Coordinator makes recommendation for hire	Administrative Assistant hired by September 2011
Create a marketing brochure	<ul style="list-style-type: none"> QEP Coordinator Marketing Staff 	QEP Coordinator collaborates with Marketing staff for marketing brochure	Brochure available by September 2011
Recruitment of Freshman Studies Instructors	<ul style="list-style-type: none"> FYE Director 	FYE Director will meet with Division Deans to select faculty to teach GED 112	Faculty selected by February 2012
Convert GED 112 from one semester to year-long course	<ul style="list-style-type: none"> Curriculum Council QEP Coordinator FYE Director 	FYE Director and QEP Coordinator will develop syllabus and curriculum materials for year-long course which encompasses the global learning component	Course completed by May 2012

Primary Tasks	Participants	Methodology/Strategy	Outputs, Outcomes & Assessment
Freshman Studies instructors will attend professional workshop on global learning	<ul style="list-style-type: none"> • CTL Director • FYE Director • QEP Coordinator 	Faculty selected as Freshmen Studies faculty will attend a professional development session on global learning	Seminar during spring 2012
Development of Global Learning curriculum for Freshman Studies	<ul style="list-style-type: none"> • FYE Director • Global Learning committee • QEP Coordinator 	GED 112 Faculty will meet with FYE Director to plan	Curriculum ready for pilot course in Spring 2012
Administer IDU and GPI to sample group of freshmen and seniors	<ul style="list-style-type: none"> • Institutional Research and Planning • QEP Coordinator • Office of Academic Affairs • IT Staff 	Freshmen in GED 112 and Senior in divisional capstone classes will be asked to participate	Survey completed by September 2011
Conduct QEP Advisory Board meeting each semester	Chair, QEP Advisory Board	Review and discussion of QEP implementation	One meeting conducted each semester
Conduct Global Learning Committee each semester	Chair, Global Learning Committee	Review and discussion of global components of QEP	One meeting conducted each semester
Pilot section of Freshmen Studies (Spring 2012)	<ul style="list-style-type: none"> • FYE Director • QEP Coordinator 	FYE Director and QEP Coordinator will implement and assess the effectiveness of GED 112	Assessment of data on course and QEP student learning outcomes
YEAR 2			
Implementation of year long GED 112 as a requirement for all freshmen.	<ul style="list-style-type: none"> • FYE Director • Freshman Studies instructors • QEP Coordinator 	FYE Director and QEP Coordinator will implement and assess the effectiveness of GED 112	Assessment of data on course and QEP student learning outcomes

Primary Tasks	Participants	Methodology/Strategy	Outputs, Outcomes & Assessment
Residential administrative staff attends professional training on global learning and living-learning communities	Dean, Residential Life	Provide training on activity strategies for implementing a global learning environment	Training summer 2013 to prepare for fall 2014 launch
Conduct QEP Advisory Board meeting each semester	<ul style="list-style-type: none"> • Chair, QEP Advisory Board 	Review and discussion of QEP implementation	One meeting conducted each semester
Conduct Global Learning Committee each semester	<ul style="list-style-type: none"> • Chair, Global Learning Committee 	Review and discussion of global components of QEP	One meeting conducted each semester
CTL will host Global Learning workshop @ August Institute (Focus: Living Learning Communities)	<ul style="list-style-type: none"> • CTL Director • Dean, Residential Life 	At the beginning of the fall semester, CTL will host a global learning workshop during the Faculty Institute	CTL will conduct an assessment of the speaker and workshop
SAC Administers IDI and GPI to incoming freshmen	<ul style="list-style-type: none"> • FYE Director • Institutional Research and Planning • IT Staff 	Pre and post test of student through the freshmen seminar courses	Assessments complete by May each year
Complete Assessment objectives of Ready for the World: Global Learning for Success	<ul style="list-style-type: none"> • QEP Coordinator • Assistant Vice President for Institutional Research and Planning 	Review of student assessment data Review of Freshman Studies Course Evaluations Review of Global Learning Project rubrics from GED 112 Input of assessment data in Compliance Assist! Complete annual report/present to QEP Advisory Board by June 2011	<ul style="list-style-type: none"> • IDI and GPI • Course Evaluations • Project Rubric for GED 112 • Assessment data in Compliance Assist! • Annual Report
CTL host Global Learning Summer	<ul style="list-style-type: none"> • CTL Director • QEP 	CTL will invite 25 faculty to participate in	CTL will conduct an

Primary Tasks	Participants	Methodology/Strategy	Outputs, Outcomes & Assessment
Institute	Coordinator	summer institute.	assessment of the speakers and Institute
YEAR 3			
CTL will host Global Learning workshop @ August Institute (Focus: Rubric)	CTL Director	At the beginning of the fall semester, CTL will host a global learning workshop during the Faculty Institute	CTL will conduct an assessment of the speaker and workshop
SAC Administrators IDI and GPI to incoming freshmen	<ul style="list-style-type: none"> FYE Director Institutional Research and Planning IT Staff 	Pre and post test of student through the freshmen seminar courses	Assessments complete by May each year
Conduct QEP Advisory Board meeting each semester	<ul style="list-style-type: none"> Chair, QEP Advisory Board 	Review and discussion of QEP implementation	One meeting conducted each semester
Conduct Global Learning Committee each semester	<ul style="list-style-type: none"> Chair, Global Learning Committee 	Review and discussion of global components of QEP	One meeting conducted each semester
Director of Community Services investigates global learning service projects	Director of Community Services	<p>Director of Community Services works with IRP to develop student service learning interest survey</p> <p>Director identifies possible projects</p>	Global Service learning projects selected by Summer 2015 for fall 2015 implementation
Residential Life selects staff for Global Living and Learning Community	Dean, Residential Life	Recruit from students and professional staff to serve the Global Learning community	All staff hired by Summer 2014
Global living and Learning community attends professional training on global learning and living-learning communities	<ul style="list-style-type: none"> Dean, Residential Life 	Provide continuous training on activity strategies for implementing a global learning environment	All training completed by August 2014

Primary Tasks	Participants	Methodology/Strategy	Outputs, Outcomes & Assessment
Launch of Global Living Learning Community	<ul style="list-style-type: none"> • Dean of Residential Life • QEP Coordinator 	Conduct 3 global learning activities in the global learning community each semester <ul style="list-style-type: none"> • Purchase materials for activities • Purchase refreshments for activities (if necessary) • Conduct assessment of each activity 	Launch of Global Living Learning Community fall 2014
Complete Assessment objectives of Ready for the World: Global Learning for Success	<ul style="list-style-type: none"> • QEP Coordinator • Assistant Vice President for Institutional Research and Planning 	Review of student assessment data Review of Freshman Studies Course Evaluations Review of Global Learning Project rubrics from GED 112 Input of assessment data in Compliance Assist! Complete annual report presented to QEP Advisory Board by June 2011	IDI and GPI Course Evaluations Project Rubric of GED 112 Assessment data in Compliance Assist! Annual Report
Year 4			
Implementation of year long GED 112	<ul style="list-style-type: none"> • FYE Director • Freshman Studies instructors • QEP Coordinator 	FYE Director and QEP Coordinator will implement and assess the effectiveness of GED 112	Assessment of data on course and QEP student learning outcomes
Conduct QEP Advisory Board meeting each semester	<ul style="list-style-type: none"> • Chair, QEP Advisory Board 	Review and discussion of QEP implementation	One meeting each semester
Conduct Global Learning Committee each	<ul style="list-style-type: none"> • Chair, Global Learning Committee 	Review and discussion of global components of QEP	One meeting each semester

Primary Tasks	Participants	Methodology/Strategy	Outputs, Outcomes & Assessment
semester			
SAC Administers IDI and GPI to incoming freshmen	<ul style="list-style-type: none"> • FYE Director • Institutional Research and Planning • IT Staff 	Pre and post test of student through the freshmen seminar courses	Assessments complete by May each year
Launch of Global Service Learning Project	<ul style="list-style-type: none"> • Director of Community Service • QEP Coordinator 	Conduct a global learning service project each semester	End of semester assessment of activity
CTL host Global Learning Summer Institute	<ul style="list-style-type: none"> • CTL Director • QEP Coordinator 	CTL will invite 25 faculty to participate in summer institute.	CTL will conduct an assessment of the speakers and Institute
CTL hosts Global Learning Workshops @ August Institute	<ul style="list-style-type: none"> • CTL Director • QEP Coordinator 	At the beginning of the fall semester, CTL will host a global learning workshop during the Faculty Institute	CTL will conduct an assessment of the speaker and workshop
Complete Assessment objectives of Ready for the World: Global Learning for Success	<ul style="list-style-type: none"> • QEP Coordinator • Assistant Vice President for Institutional Research and Planning 	Review of student assessment data Review of Freshman Studies Course Evaluations Review of Global Learning Project rubrics from GED 112 Input of assessment data in Compliance Assist! Complete annual report for presentation to QEP Advisory Board by June 2011	IDI and GPI Course Evaluations Project Rubric of GED 112 Assessment data in Compliance Assist! Annual Report

VIII. Organizational Structure

A. Management Plan

General oversight of Saint Augustine's College's QEP committee will be managed under the authority of the Vice President for Academic Affairs. The following individuals will be responsible for overseeing the implementation and assessment of the QEP components.

QEP Coordinator (Mr. Russell G. Brodie) – will direct the day-to-day activities related to the QEP including budget management, assessment, committee communication, report preparation and overall administration of the QEP. The QEP Coordinator will report directly to the Vice President for Academic Affairs. The QEP Coordinator will consult and collaborate with appropriate offices such as First Year Experience, Institutional Research and Planning, Information Technology and Center for Teaching and Learning to ensure QEP implementation and assessment.

Administrative Assistant

The administrative assistant is a twelve-month staff position. The responsibilities for this position include overseeing the QEP Coordinator's workflow including mail, calendar, correspondence, telephone calls, preparing and processing requisitions, and taking minutes at QEP Advisory Board and Global Learning Committee meetings. As high school diploma is required, however, a bachelor's degree is preferred. The administrative assistant will report to the QEP Coordinator.

Assistant Vice President for Institutional Research and Planning (Dr. Tammalyn Thomas-Golden) – will direct the assessment activities of the QEP; reports directly to the President. Consults and collaborates with the QEP Coordinator, FYE and CTL Director as it relates to various components of the QEP.

Director, First Year Experience (Mr. Michael P. Jackson) – will serve as the Chair of the Global Learning Committee. (Faculty Staff committee) Consults and collaborates with the QEP Coordinator and Office of Institutional Research and Planning as related to the freshmen global learning component of the QEP.

Director, Center for Teaching and Learning (Dr. Linda R. Hubbard) – will direct the faculty development activities for the QEP. Consults and collaborates with the QEP Coordinator and Office of Institutional Research and Planning as related to the enhancement of faculty expertise in global learning component of the QEP.

Dean of Students and Residential Life (Mrs. Doris Bullock) – will provide oversight of living learning communities as well as consultation for student related issues of the QEP.

Director, Student Activities (Ms. Ann Brown)– will provide oversight on campus-wide global learning activities.

Director, Academic Computing (Ms. Carlene Morgan) - will provide guidance of technological issues as related to the QEP.

Assistant Vice President for Procurement (Mrs. Angela Haynes)– will provide guidance for the budgetary aspects of the QEP. She will consult with the QEP Coordinator and others as needed.

B. Committees

Global Learning Committee

The Global Learning committee provides guidance for the global components for the QEP. The GL committee reviews the global learning activities to determine the success of these activities as it related to the QEP's student learning outcomes. The Director of First Year Experience chairs this committee. The committee meetings once a semester and can make recommendations to the QEP Advisory Board.

QEP Advisory Board

The role of the QEP Advisory board is to oversee the implementation and assessment of the QEP Components. The QEP Coordinator and Assistant Vice President for Institutional Research and Planning will serve as ex office member of the committee. The committee will provide guidance to ensure the student and programmatic objectives of the QEP are being met during their semester meeting. At the June meeting, the Advisory Board will review the yearly assessment report and provide recommendations to the QEP Coordinator.

IX. Resources

A. Budget Detail

The College is committed to providing the appropriate level of funding needed to ensure the success of meeting the QEP objectives, and has prepared a detailed budget spanning the five years of the QEP initiative. The budget detail presented in Table 6 estimates costs for programmatic and operational budget lines deemed most necessary to implement the QEP. The College recognizes that actual costs may vary depending on the number of sections of courses needed to accommodate the freshmen class and other factors such as changes in fringe benefit rates, vendor supplied estimates, material costs, and the like. In a budget narrative following the presentation of the budget detail, we identify the sources of the different budget line items. Saint Augustine's College is confident that the cost of Global Learning for Success can be absorbed into the College's current budget as a result of projected enrollment increases, reallocation of existing resources, and securing additional resources as necessary.

Table 6: Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel					
QEP Coordinator (25% FTE)	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
QEP Coordinator (50%) Fringe Benefits (F/B) @ 24%	\$3,600	\$3,708	\$3,819	\$3,934	\$4,052
Administrative Assistant (100% FTE)	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Admin Asst F/B @ 24%	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Resident Assistant (2 RAs) for Global Learning Community		\$5,986	\$5,986	\$5,986	\$5,986
<i>Subtotal Personnel</i>	<i>\$49,600</i>	<i>\$56,144</i>	<i>\$56,719</i>	<i>\$57,311</i>	<i>\$57,920</i>
Contractual					
CTL Faculty Development workshops	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Global Learning Summer Institute		\$12,000		\$12,000	
External Evaluator	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Faculty Overload Contracts for Freshman Studies Course		\$54,000	\$54,000	\$54,000	\$54,000
Faculty Overload Fringe		\$12,960	\$12,960	\$12,960	\$12,960
Residential Staff Development workshops		\$1,000	\$1,000	\$1,000	\$1,000

	Year 1	Year 2	Year 3	Year 4	Year 5
Food Services for 2 advisory meetings and 2 GL committee meetings	\$800	\$800	\$800	\$800	\$800
<i>Subtotal Contractual</i>	<i>\$13,800</i>	<i>\$93,760</i>	<i>\$81,790</i>	<i>\$93,760</i>	<i>\$81,790</i>
Supplies					
Materials for Global Learning community programs			\$600	\$600	\$600
CTL books and journal on global learning	\$600	\$600	\$600	\$600	\$600
Global Learning Materials for Freshman Studies Course	\$2,000	\$1,500	\$1,500	\$1,500	\$1,500
Materials for Global Learning Service Project				\$500	\$500
<i>Subtotal Supplies</i>	<i>\$2,600</i>	<i>\$2,100</i>	<i>\$2,700</i>	<i>\$3,200</i>	<i>\$3,200</i>
Equipment					
Computer for Administrative Assistant	\$2,000				
Telephone handset for Administrative Assistant	\$200				
<i>Subtotal Equipment</i>	<i>\$2,200</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Printing					
Marketing brochure	\$1,000	\$500	\$500	\$500	\$500
Workshop materials	\$800	\$800	\$800	\$800	\$800
Advertisements for events (global learning community; global service learning project)	\$3,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Subtotal Printing</i>	<i>\$4,800</i>	<i>\$5,300</i>	<i>\$5,300</i>	<i>\$5,300</i>	<i>\$5,300</i>
Travel					
Faculty travel grants for global conferences	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Subtotal Travel</i>	<i>\$5,000</i>	<i>\$5,000</i>	<i>\$5,000</i>	<i>\$5,000</i>	<i>\$5,000</i>
Other					
Membership dues (global studies/learning organizations)	\$500	\$1,000	\$1,000	\$1,000	\$1,000
Assessment instrumentation and scoring – GPI	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000

	Year 1	Year 2	Year 3	Year 4	Year 5
Assessment instrumentation and scoring – IDI	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Subtotal Other</i>	<i>\$4,500</i>	<i>\$7,000</i>	<i>\$7,000</i>	<i>\$7,000</i>	<i>\$7,000</i>
Total by Year	\$82,500	\$251,064	\$158,479	\$171,571	\$160,180
Grand Total All Years					\$823,794

B. Budget Narrative

Personnel. Personnel expenses for the positions of QEP Coordinator (25% full-time equivalent), Administrative Assistant (100% full-time equivalent), and Resident Assistant are based in salary and compensation schedules established by the College. Fringe benefits for the QEP Coordinator and Administrative Assistant include retirement and medical. The QEP Coordinator position is already established in 2010-11 year and funded by the College; Mr. Russell Brodie is currently in this position. A 3% annual cost of living increase is calculated for the QEP Coordinator. The position of Administrative Assistant will be a new hire and will be funded through anticipated enrollment increases. Compensation is provided for Resident Assistants (RAs) by the College by providing their rooms in the Global Living Learning Community. These will not be new positions but will instead use existing RA positions.

Contractual. The costs associated with providing the Faculty Development Workshops will be supported by external funding that the Center for Teaching and Learning receives, as will the Summer Learning Institutes, and the Faculty Overload Contracts for GED 112 (salary and fringe) will be supported by student tuition. The Residential Staff Development workshops will be funded by the Division of Enrollment Management and Student Services. The role of an External Evaluator will be funded through institutional funds from the Office of Institutional Research and Planning. The College's Office of Academic Affairs will support the provision of refreshments at meetings of the QEP Advisory Board and committee meetings.

Supplies and Equipment. Expenses for supplies and equipment will be borne by Departmental budgets at the College. The departments all have established budgets for supplies, equipment, books and the like and will reallocate these budgets as appropriate to support the QEP.

Printing. Printing of brochures and workshop materials will be borne by the College's printshop, while expenses for all external advertisement will be assumed by the Division of Institutional Advancement and Development at the College.

Travel. Travel expenses for faculty including travel by car or airfare, lodging, meals and conference registration will be borne the Center for Teaching and Learning at the College. It is anticipated that faculty will make 3 to 5 trips each year associated with the QEP.

X. Assessment

A. Evaluation Plan

Assessment of student learning outcomes is a critical component of the QEP. Continuous assessment and evaluation will allow for the improvement of all programming including the Freshmen Seminar with its Global Studies Project, the Global Living Learning Community, and the International Service Learning project. Extensive and on-going evaluation will be emphasized throughout the project period, taking advantage of the full support of the College's Office of Institutional Research and Planning. The proposed project includes a comprehensive evaluation plan from an outside evaluator who specializes in the evaluation of education programs and culturally responsive programs. The plan incorporates the regular analysis and review of quantitative data regarding participant's accomplishments and progress as well as the collection and analysis of key quantitative and qualitative data from key stakeholders.

Evaluation (formative and summative) is the most important means by which projects can be continuously improved. The proposed project will be evaluated through a comprehensive performance based plan designed to provide information and insight critical to assessing the impact of the project. The program plan, objectives, and the evaluation data sources highlight the direct link between the program's stated goals and objectives and the evaluation data for assessing impacts and outcomes. The information to address the performance measures will be collected routinely and be available for routine decision-making as well as annual reporting.

As previously stated, this effort involves the utilization of qualitative and quantitative evaluation strategies to identify, and document program impact and outcomes. Information will be routinely shared to enable mid-project corrections and revisions that will maximize program effectiveness and participant success. The evaluation efforts as a whole will provide information for program decision making throughout the program as well as for preparing reports and help us to develop an understanding of program impacts and outcomes on the participants. The external evaluator will provide summaries of data to the QEP Coordinator and Assistant Vice President for Institutional Research and Planning in advance of program planning meetings so that the data can be used as intended and will analyze and summarize results in year progress reports.

Formal assessments of both students and faculty outcomes will be conducted using externally developed and validated instruments as well as internally developed surveys and rubrics. Assessments of student outcomes will vary in terms of the source of data and the elements of design. Where possible, there will be data triangulation, using student self-report data, scores on standardized assessments, course-specific assessments and assessments of student ability to synthesize global knowledge and skills. Both direct and indirect measures will be used.

B. Standardized Instruments

Intercultural Development Inventory

The Intercultural Development Inventory (IDI) was formulated by Dr. Mitchell Hammer(1998) in cooperation with Dr. Milton Bennett. The IDI is a 60-item, theory-based paper and pencil instrument that assesses the major stages of intercultural competence as conceptualize in the DMIS theory. The DMIS provides an overall structure for understanding how people experience cultural difference (Bennett, 2004).The instrument can be used to generate a graphic profile of an individual's or group's predominant stage of development and a textual interpretation of that stage and associated transition issues (Bennett and Hammer, 1998). According to Bennett and

Hammer, "knowledge of an individual's or group's predominant orientation toward cultural difference is extremely valuable for personal or organizational needs assessment, for education and training design, and for the evaluation of program effectiveness" (1998). The evaluation design will facilitate:

- Understanding of a student's developmental stages of intercultural sensitivity
- A language and conceptual framework when discussing power and language

Unlike other intercultural competency instruments, the IDI measures the cognitive structure instead of attitudes. The data provided by the IDI will provide an understanding of how cultures (tradition, values, language, and beliefs) have been incorporated into the student's current knowledge base.

The Global Perspectives Inventory

The Global Perspective Inventory was designed to assess three domains of human development in terms of a global perspective: the cognitive, the intrapersonal and the interpersonal. For each domain, Braskamp, Braskamp, Merrill, & Engberg (2010) have developed two scales to measure separate constructs related to global perspectives. The *Knowing* and *Knowledge* scales measure aspects of the Cognitive domain; the *Identity* and *Affect* scales measure aspects of the Intrapersonal domain; and the *Social Interactions* and *Social Responsibility* scales measure the Interpersonal domain. Appendix X.C presents the constructs measured by each of these scales.

This evaluation design will facilitate investigation of the following questions:

- To what degree have students' global perspectives changed over their tenure at Saint Augustine's College?
- To what degree have students' global perspectives changed over the past academic year?
- How do the global perspectives of students vary according to division?
- Does the amount of time a student's division has implemented QEP objectives influence students' global perspectives?
- How do the global perspectives of students vary according to graduation year?

The GPI data will represent student perspectives of their advances towards developing global knowledge, skills and behaviors due to overall global experiences during their college matriculation. Students will be assessed at the beginning and end of their first year through GED 112. Specifically, the GPI will provide evidence of each student's progression of understanding of world cultures, ideas and values throughout the year. We acknowledge, however, the possibility that students' global development in the relevant dimensions could be augmented by non-programmatic events and opportunities. Thus, we also note our somewhat limited ability to assert that efforts at Saint Augustine's College are solely responsible for these changes.

C. Direct, Non-standardized Measure

Instructor-developed rubrics

Instructors of GED 112 Freshman Studies will develop a rubric for assessing the global learning project in terms of attainment of the student learning outcomes. Rubrics allow for standardized evaluation and a delineation of more consistent assessment. The objective of the rubric is to present a more accurate assessment where students understand how the assignment relates to course content. The global learning project will give students the opportunity to demonstrate their ability to locate, synthesize and analyze information on global issue as well as articulate their understanding of a particular culture.

Process of Continuous Improvement

Assessment is the first step in a continual learning cycle, which includes measurement, feedback, reflection, and change. The purpose of assessment is not merely to gather information; the purpose of assessment is to foster improvement.

Table 7: Assessment Cycle

Monthly	<ul style="list-style-type: none"> • QEP Coordinator and Office of Institutional Research and Planning meet to review student and programmatic data including reporting and distribution.
Each Semester	<ul style="list-style-type: none"> • Global Learning Committee and QEP Advisory Board meet to share current programmatic and curricular issues and assessments (rubrics, course evaluations, and student assessment data) relative to the QEP. • Office of Institutional Research and Planning and CTL Director meet to review Faculty/Staff global learning workshop assessment data.
Yearly	<ul style="list-style-type: none"> • The QEP Advisory Board uses assessment data to guide annual programmatic revisions as well as changes to and addition of faculty/staff development workshops • The QEP Coordinator prepares the annual QEP reports based on assessment data. • In Year 3, the QEP Coordinator and QEP Advisory Board conducts intense mid-program assessment to determine the validity of the programmatic and student learning outcomes, continuation of activity timeline implementation and the efficacy of assessment instruments. • Each year, an external evaluator will review the QEP assessment data and provide a summative evaluation. In Year 5, the external evaluator will review the QEP implementation. The evaluator will provide formative and summative evaluation reports.

Additional Assessment Activities

- The Freshmen Studies instructors and QEP Coordinator will develop a project rubric for assessing the GED 112 global learning project. The rubric will be assessed annually by the Global Learning Committee for continued efficacy in measuring student outcomes.
- The QEP Coordinator and Office of Institutional Research and Planning will administer Intercultural Development Inventory and Global Perspective Inventory. The test will be completed during Freshman Studies class. During Year 1, 50 first year students and 50 seniors will take the GPI and IDI. In Year 2, those first year students in the Pilot course will take the inventories. In years 3 thru 5, all first year students enrolled in GED 112 Freshmen Studies will take the inventories. The scores of SAC students will be compared to national results provided by the inventory as well as the baseline data collected in Year 1.
- On-campus workshops will be held to help staff and faculty understand global learning and its integration into Saint Augustine's College's curriculum and activities. Year 2, CTL will provide faculty with professional workshops on global learning, rubric development and living learning communities. CTL will evaluate these workshops and disseminate the assessment to the appropriate offices (Institutional Research and Planning, QEP Coordinator, etc.).
- Departments and Divisions with on-going global learning initiatives separate from the QEP will be encouraged to provide summaries of their assessment data to Institutional Research and Planning. This summarized data will be reviewed and submitted to the QEP Advisory Board to highlight global initiatives distinct from the QEP. We anticipate that as more faculty members are exposed to global learning, they will develop global student learning outcomes in their courses.
- GED 112 Student will complete the annual Course Evaluation form at the end of the spring semester. This will allow students to provide feedback on the Freshmen Studies outcomes and how the course can be improved to better meet their needs. CTL will prepare an evaluation report and submit to the QEP Advisory Board.

XI. Appendices

A. References

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B. QEP Committees

QEP Committee

Mr. Russell G. Brodie, QEP Coordinator

Dr. Yvonne Coston, Vice President, Academic Affairs

Dr. Linda Hubbard, Director, Center for Teaching and Learning

Mr. James E. Lyons, II, Faculty, Criminal Justice Department

Mr. Chris Massenburg, Faculty, English Department

Ms. Marece Mayo, Director, First Year Experience

Dr. M. Iyailu Moses, Acting Dean, Division of Liberal Arts and Education

Dr. Laurie Rogers, Director, Institutional Effectiveness

Mrs. Cecilia Shelton, Faculty and Director, Writing Center

Dr. Lalchand Shimpi, Faculty and Chair, Business and Computer Science Department

LTC Sarah Small, Faculty and Dean, Military Science Division (replaced LTC Angela Haynes)

Dr. Teresa Tuwor, Assistant Director, Institutional Effectiveness

Ms. Pamela Twitty, Assistant Comptroller, Business and Finance

QEP Task Force

Dr. Tammalyn Thomas-Golden, Assistant Vice President, Institutional Research and Planning

Mr. Lemile Chandler, Development Associate/Special Projects

Dr. Iyailu Moses, Interim Dean, Division of Liberal Arts and Education

Dr. Gloria Payne, Professor of Biology and Physical Science

Ms. Marjorie Newman, Assistant Professor of Communications

Dr. Christa Washington, Department Chair, Psychology, Sociology and Social Work

QEP Subcommittees and Responsibilities
Saint Augustine's College Quality Enhancement Plan Committee
Subcommittees and Responsibilities

1. **Literature Review** – Dr. Iyailu Moses, Ms. Cecilia Shelton, Mr. Christopher Massenburg
Task: Search literature re globalization, internationalization, global awareness, etc.; best practices in incorporating into curriculum and student affairs; assessment; anything else that may be useful; the sub-committee will develop an annotated bibliography.

2. **Assessment Instruments** – Ms. Angela Haynes, Dr. Kenneth Jones, Mr. James Lyons
Task: Find assessment instruments related to globalization, sources, cost, description of the instrument (what does it measure, how does it relate); reliability and validity, etc.

3. **Documentation** – Dr. Linda Hubbard, Ms. Marece Mayo
Task: Collect documents related to QEP from various components of campus: AALT, Division meetings, Department meetings, Student Affairs meetings, etc. Collect documentation starting spring 2008.

4. **QEP Timelines, Budgets and Marketing Plans** – Ms. Crystal Roberts [Replaced Fall 2009 with Ms. Bennett], Dr. Lalchand Shimpi, Dr. Teresa Tuwor, Ms. Pamela Twitty
Task: Find QEP plans of other institutions (preferably our peer institutions) examine their selected timelines, budgeting and marketing plans. Dr. Coston requested that the sub-committee consolidate a list of the url links for peer institutions and those with globalization as their QEP.

5. **Globalization/Internationalization Surveys and Results** – Dr. Yvonne Coston, Dr. Laurie Rogers
Task: Develop and administer surveys to help build case for Global Learning – Faculty, Staff, Students, etc.

C. GPI Scale Characteristics

(Braskamp, Braskamp, Merrill, & Engberg, 2010)

Domain	Scale	Construct Measured
Cognitive - "How do I know?"	Knowing	Degree of complexity of one's view of the importance of cultural context in judging what is important to know and value
	Knowledge	Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language
Intrapersonal - "Who am I?"	Identity	Level of awareness of unique identity and degree of acceptance of one's ethnic, racial, and gender dimensions of one's identity
	Affect	Level of respect and acceptance of cultural perspectives different from one's own and degree of emotional confidence when living in complex situations
Interpersonal - "How do I relate to others?"	Social Interactions	Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings
	Social Responsibility	Level of commitment to interdependent living and the "common good"