

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

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