

QEP Executive Summary

Developing Globally Competent Christian Leaders

Regent University

Regent University's Quality Enhancement Plan (QEP) is a five-year initiative designed to impact student learning outcomes and enhance the learning environment in a topic area that relates to the institutional mission and strategic plan. The goal of Regent University's QEP is to increase the global competence of our students. Global competence is defined by four dimensions: (a) global perspective, (b) intercultural engagement, (c) information literacy, and (d) global leadership. Student learning outcomes and faculty development outcomes are described according to these dimensions of global competence. The goal of the QEP will be achieved through three primary objectives that align with our mission and strategic focus: (a) increase global learning in academic programs, (b) enhance faculty expertise in global teaching and learning, and (c) become a leading resource for Christ-centered global learning. These objectives address three critical components of the university: curriculum, faculty development, and scholarly research.

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

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

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