

CILMAR Annual Cycle of Assessment: 2019 Report

Vision

An inclusive and interculturally competent Purdue community that impacts the world.

Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

Goal 1

CILMAR will focus on our mission.

Expected Outcomes	2019 Planned Actions	Achievement of Targets	Resulting Action Plan for 2020
CILMAR's efforts and resources will be strategically devoted to the accomplishment of the center's mission to support intercultural learning at Purdue and beyond.	1A. In our 2019 reorganization towards project-based management, CILMAR specialists will each manage a domain that constitutes a portfolio of related projects and programs that are mission-critical.	1A. The target that a visual organizer of CILMAR staff and their portfolios would be created was met . The attached personnel-project map in Appendix A clearly demonstrates logical grouping of programs and projects into domains that support the mission.	1A. This action has been sufficiently addressed and will not be continued in 2020. CILMAR's director will be responsible for keeping an updated version of the personnel-project map on the shared server for internal (onboarding and strategic planning) and external (branding and consulting) uses.
	1B. All CILMAR programs and projects will be built on theoretical foundations of intercultural/ multicultural/ global learning that are relevant to our mission.	1B. The target that 100% of CILMAR programs and projects would be explicitly connected to the mission in a curriculum map was met . See the attached curriculum-mission map in Appendix B for evidence of mission relevancy for each project.	1B. This action has been sufficiently addressed and will not be continued in 2020. CILMAR's director will be responsible for keeping an updated version of the curriculum-mission map on the shared server for internal (onboarding and strategic planning) and external (branding and consulting) uses.
	1C. CILMAR staff will commit to stewardship of funds.	1C. All budget-related targets were met . Each specialist now controls a "child" budget related to their own programs. Each budget line and the overall CILMAR budget are on track to end the fiscal year in the black.	1C. This action has been sufficiently addressed and will not be continued in 2020. CILMAR's office manager will be responsible for updating and distributing budget tracking documentation on a quarterly basis.
	1D. CILMAR staff will limit one-off efforts strategically, both in terms of our mission and our bandwidth.	1D. The target of consistent, strategic use of a decision tree and upward reporting of those decisions by all	1D. If this goal/action is continued for 2020, the measures and targets need to be updated. The 2019 system lacked

	<p>CILMAR staff was not met. Email records indicate that one-offs were reported to the director by specialists using the decision tree 49 times in 2019; however, not all members of the team employed the decision tree consistently without reminders, and one specialist never used it at all despite taking on numerous one-off requests. A second target that an analysis of collected decisions would indicate 80% of one-off documented decisions were strategic was met. In fact, 93% of collected decisions were unambiguously strategic in the judgment of the director.</p>	<p>accountability, in that there was no way for the director to know when the decision tree was not being utilized, only when it was in fact employed and reported. In addition, there were very few reported instances in which the outcome of the decision tree was to deny or delay a request for a one-off. As such, this measure did not clearly demonstrate a limitation of one-off efforts in the interests of focusing on the mission. Discussion is needed by staff at the strategic planning retreat to revise the protocol for tracking one-off decision-making.</p>
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Goal 2

CILMAR stakeholders will demonstrate intercultural learning.

Expected Outcomes	2019 Planned Actions	Achievement of Targets	Resulting Action Plan for 2020
<p>CILMAR programs and projects will demonstrate effectiveness in terms of the development of participants on the AAC&U rubric(s), the Intercultural Development Continuum, or another appropriate developmental framework.</p>	<p>2A. The leader of each student-facing CILMAR program (i.e., the Different Lenses series, the Peace Corps Prep Certificate, SAIL/Sentio courses, and the Intercultural Pedagogy Grant - student data) will demonstrate with an appropriate measure the extent of intercultural learning occurring in or as a result of participation.</p>	<p>2A. The target that at least 75% of assessment respondents in each student-facing CILMAR program and project would attain intercultural learning goals set by program leaders was met. See Appendix C for further details. These results will be reported up to IDA+A through TracDat.</p>	<p>While outcome goals were met, the practice of assessment –or more correctly data collection and analysis– appears to remain a chore for most program leaders, that is thought about roughly once or twice per cycle. Further, data analysis suggests that, in most cases, program learning objectives were insufficiently focused for maximum formative effect upon participants.</p> <p>Our action plan for 2020 will strive to:</p> <ol style="list-style-type: none"> 1. Have clearly stated learning outcomes and share them with your learners 2. Measure what people care about 3. Harness locally owned goals 4. Publish learning outcomes on the webpage for each program, along with the method for assessment.
	<p>2B. CILMAR staff who manage nonstudent facing programs and projects (i.e., Growing Intercultural Leaders, Worldview Workshops, PICLCoP, and Intercultural Pedagogy Grant - faculty/staff data) will collaborate with Katherine to backwards design new assessment plans by end of summer. New plans will pilot in the fall so that baseline data can be analyzed in this cycle of assessment in January.</p>	<p>2B. The first target that 100% of faculty/staff CILMAR programs and projects had an assessment planned and piloted was met (for all programs that continued throughout the year – one program was greatly scaled back mid-year due to leader bandwidth issues). The second target that at least 50% of assessment respondents in each newly assessed program would attain intercultural learning goals set by program leaders was also met. See Appendix D for further details.</p>	<p>While learning outcome goals were met for all programs which did not suffer a leadership shift, some programs/leaders still struggle with data collection and with the timely data analysis that might help them use the data formatively to the benefit of both leaders and program curriculum. For one program, in particular, it was clear that participants were challenged in setting and attaining their personal development goals (as opposed to professional development). A greater amount of formative assessment (low stakes & more closely tied to output, etc.) would seem to be in order.</p>

Goal 3

CILMAR will help build bridges between international/intercultural/diversity realms in and beyond our institution.

Expected Outcomes	2019 Planned Actions	Achievement of Targets	Resulting Action Plan for 2020
3A-B-C. Silos created by different reporting structures will become better connected, so that work done by each unit is more effective and has wider /deeper impact.	3A. CILMAR will collaborate with DDI colleagues in a campus-wide joint initiative under the leadership of a new AVP of diversity.	3A. The target that at least three CILMAR staff members would be involved in collaboration with DDI on Dr. Gates' new initiative, Maximizing Student Potential, was met . Kris and Aletha are serving by invitation on a committee of faculty and staff working on Inclusive Pedagogy. Most of the specialists attended the initiative's kick-off summit in the fall of 2019. Katherine is working on a report connecting URM retention in PPI to systematized intercultural learning efforts in that college.	3A. This planned action will continue as Dr. Gates' initiative unfolds, but it may be that the measure and target need to be updated based on strategic planning for 2020.
	3B. CILMAR will map out the overlap between its vision and mission and those of DDI colleagues.	3B. The target of a formalized visual organizer that maps these relationships was not met . No progress was made towards this planned action, which was meant to have been led by our liaison with DDI.	3B. For a second year, CILMAR failed to achieve the target set for this planned action. It is time to reevaluate the necessity and/or feasibility of the planned action. If the staff decides to move forward, we need a better plan of action. Alternatively, we could turn our attention elsewhere.
3D-E. Support for diversity and inclusion will be operationalized as part of CILMAR's routine team and individual operations.	3C. CILMAR staff will collaborate with DDI colleagues on high quality and impactful events, programs, presentations, workshops, and research projects.	3C. The target of 4 demonstrably high quality and/or impactful events, programs, presentations, workshops, and research projects led by CILMAR and DDI collaborators in 2019 was met . The 11 incidents of collaborative programming in 2019 included the Kinfolk dinner (with BCC), a leadership workshop for MLK, Jr. week (with AAARC), the Día de los Muertos altar (with LCC), the Minorities in Engineering summer camp, and more. A second target of half of CILMAR professional staff	3C. The target seems reasonable for this measure. We might consider challenging ourselves to more rigorously assess all of our collaborations (not every one in 2019 had formally documented evidence of learning outcomes).

		involved in those collaborations (e.g., leading, co-leading, presenting, mentoring, creating / designing, administering / implementing) was also met. In fact, every single CILMAR specialist took a leadership role in one or more of these collaborations.	
	3D. The CILMAR team will routinely engage in professional development activities related to multicultural mindfulness. We will continue to work through the remaining 17 chapters of What if? text and regularly attend diversity-related events as a team.	3D. Our professional development target of 6 DEI-related activities / discussions in staff meetings and 3 team-attended diversity-related events on campus in 2019 was met. Staff took turns leading discussion on 5 chapters in the <i>What If?</i> reader and in addition participated in workshops on Whiteness and unconscious bias during staff meetings throughout the year. As a group, we attended four workshops led by DDI colleagues and/or focused on DEI, including the Lafayette Diversity Summit, the Maximizing Student Performance summit, the Incognito performance and dialogue, and the workshops led by Amer Ahmed.	3D. The target seems reasonable for this measure. As we plan for staff meetings for 2020, we need to choose our next framework/resource (for use when we finish the What If? reader) and research opportunities around campus farther in advance so group-attended workshops are less ad hoc and spontaneous.
	3E. CILMAR will strive to better support the efforts of DDI colleagues.	3E. The target that CILMAR staff voluntarily and individually attend 10 DDI events, programs, presentations, workshops, and research projects was met. In fact, attendance at 41 distinct events hosted by various cultural centers, college diversity offices, and Dr. Gates' team was reported by CILMAR staff, with multiple specialists at some of these events. The actual total is undoubtedly higher since this count does not include data from one staff member who was active in this area but left our unit before the end of the	3E. The target seems reasonable. However, efforts related to this planned action were uneven – that is, participation ranged from 2 events to 13. To challenge ourselves, we might consider ways to internalize and routinize this planned action so that everyone is involved at a higher level, especially as we make decisions about a new hire who may or may not have a similar role as our previous liaison to our DDI colleagues.

		year. A second target that 100% of CILMAR professional staff would be involved at least once in that support was also met . All specialists reported individual participation in events.	
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Goal 4

CILMAR will become a trusted intercultural resource for peers and partners in and outside of Purdue University.

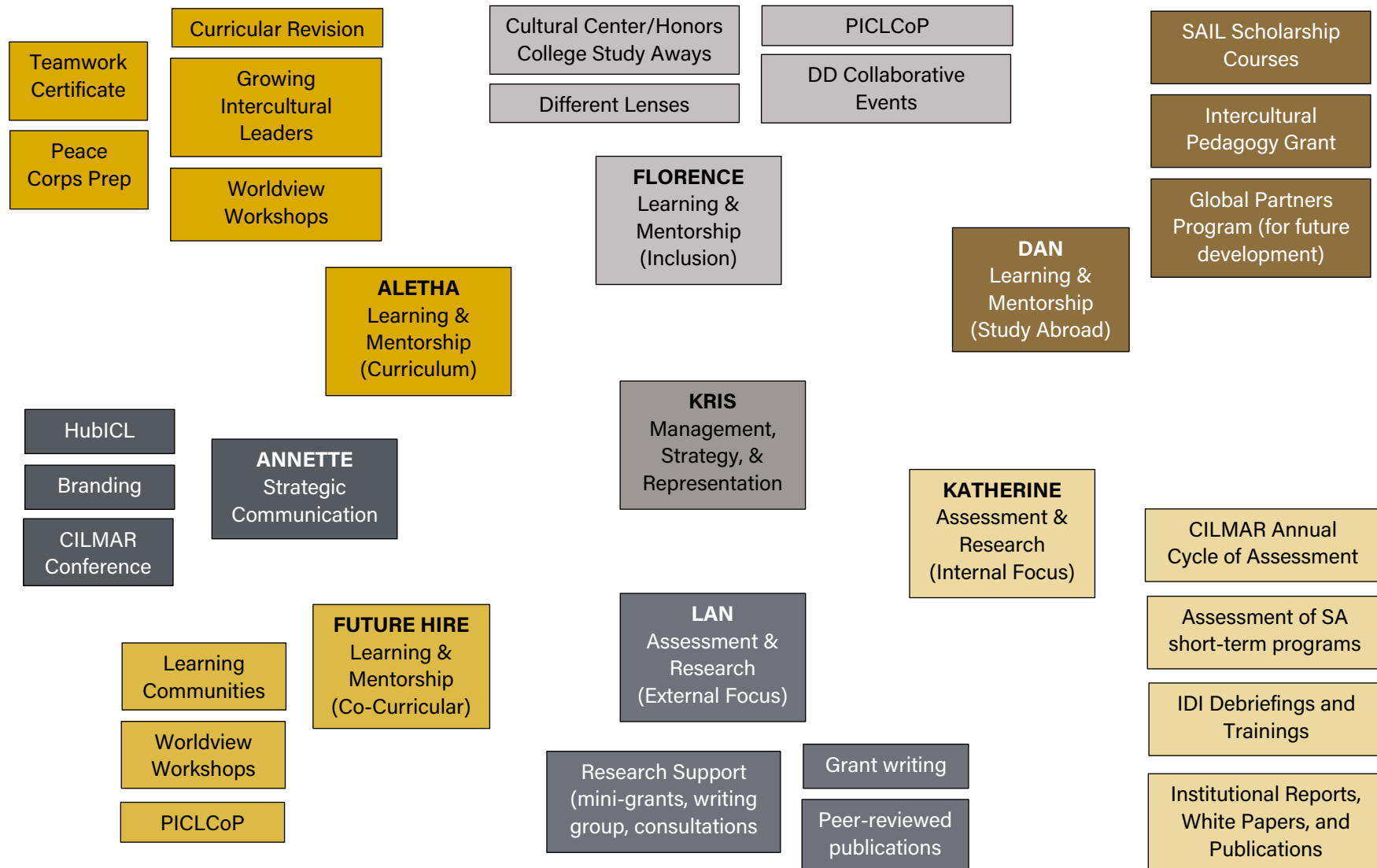
Expected Outcomes	2019 Planned Actions	Achievement of Targets	Resulting Action Plan for 2020
4A-B-C. CILMAR will ensure that Intercultural resources are highly accessible across campus and to other institutions and partners.	4A. CILMAR professional staff will produce and disseminate original intercultural work, including pedagogical innovations (e.g., new or adapted pedagogical tool; presentation, workshop, or guest lecture) and scholarly reports (e.g., white paper on the HubICL, book chapter, peer-reviewed article, or grant).	The goal of having the CILMAR team efforts to exceed 35 innovations and 10 reports was met with at least a total of 114 innovations and 24 scholarly reports submitted, even if group efforts such as presentations for the CILMAR workshop and contributing to the VR project were only counted once each for the entire team. Innovations included creating/adapting experiential activities or assessment tools, as well as presentations given and certificate programs created. Individual efforts pertaining to authorship of papers, articles, grants, briefings, etc. were more spotty, with only 3 individuals submitting scholarly research.	In a new goal for 2020 related to the HubICL, through relationships built via consultations, conferences, presentations, etc., each salaried staff member will generate an average of 200 new members, for a total of 1200 new accounts in 2020. (We will hope that the snowball effect will take care of the other 800, for a total of 3000 HubICL accounts.) Emphasis will move from CILMAR-generated resources to the solicitation of submission of tools, papers, etc. from outside CILMAR, utilizing the science gateway aspect of the HubICL rather than operating predominantly as a showcase for CILMAR/Purdue.
	4B. CILMAR will publicize the intercultural work of external partners.	4B. The goal was met . With the exception of May, CILMAR social media featured the intercultural events of our on-campus partners on average 4.5 times per month and the intercultural activities of our off-campus partner every month except May and August for an average of 4.3 times per month. Social media was also used to publicize new tools added to the HubICL 4.4 times per month. Most popular of all posts, as	Each CILMAR staff member will be responsible for conducting a comprehensive advertising plan for their own programs—social media, Purdue Today, calendar of events, webpage updates. Marketing may also be accomplished via a system of sending announcements to Danielle for weekly processing. Success of public relations efforts will be measured through Facebook and Google Analytics. Annette will continue to feature the intercultural work of on-campus and off-campus partners an

		measured by engagement and likes, were articles of interest published on average 3.6 times per month. 91% of posts were created by Annette.	average of 4 times per month, along with articles of interest 4 times per month.
	4C. CILMAR team members will enable partners to produce and disseminate original intercultural work (texts, artifacts, tools, interventions, presentations, publications, grants, etc.) via the HubICL.	4C. The first target regarding quantity of original contributions was met . There were 9 original tools submitted to the Toolbox and 26 publications submitted to the Research Repository by external partners. The second goal is much more difficult to gauge because staff tend to work in spurts, depending on the demands of their own projects. Also, one staff member went 8 months without logging into the HubICL at all. Because all staff did not curate an average of 2 hours per week for an average of 3 times per month, this target was not met .	Each CILMAR team member will be responsible to collaborate with 3 partners to generate original content in the HubICL, from the conception of an idea through submission, curation, and publishing.
4D. CILMAR team members will become fully invested internal and external ambassadors for the center's vision and mission.	4D. CILMAR staff will engage consistently in strategic planning, team-building, and professional development in retreats and staff meetings.	4D. The target was met that CILMAR staff would engage in strategic planning, team-building, and professional developing in staff meetings at least twice monthly and in half-day retreats at least once per semester.	This pattern should be continued in the new year. Professional development should include dry runs of all upcoming presentations, allowing us to serve in the role of subject matter experts for one another and ensuring that presentations meet CILMAR standards of excellence.
	4E. CILMAR staff will engage in reflection about how to better represent and publicize the center in a variety of external contexts.	4E. The target that all staff members participate in this reflection was met . Analysis of reflections indicate that each staff member can articulate what good ambassadorship looks like in their role and can identify public relations opportunities.	This goal has been met and can be retired in 2020.

Appendix A: Goal 1A Evidence - Personnel Project Map

2019 CILMAR Project-Based Management

70% Leadership of Own Project / 30% Support of Others'



Appendix B: Goal 1B Evidence - 2019 Curriculum-Mission Map

Component of CILMAR Mission	Worldview Workshops	Peace Corps Prep Certificate	Growing Intercultural Leaders	SAIL Courses	Writing Group	Intercultural Pedagogy Grant	Different Lenses	Mini-grant Program
Cultivates the knowledge, skills and attitudes of intercultural competence.	X	X	X	X		X		
Provides opportunities and resources for engaging with, adapting to and bridging across difference.	X	X		X			X	
Fosters inclusion, belongingness and community.	X	X	X			X	X	
Mentors intercultural leaders.			X	X	X	X		X
Supports innovative scholarship.					X	X		X
Encourages best practices in teaching and learning (including assessment).			X	X	X	X		X

Appendix C: Goal 2A Evidence – Learning Outcomes Data for Student-Facing Programs

Program	Original Goal	Formative	Summative	75% Met	Suggestions for Improvement
Peace Corp Prep Practicum	Baseline Year	ASKSS	Rubric + Artifacts	Yes	Sample outcomes included mid-level Self-Awareness, mid to high Empathy, and mid-level Openness. Evidence suggests that most learners need work on critical reflection. A challenge-support mismatch may also be present.
SAIL courses	All rubric competencies to level 2	Instructor feedback; SWOT analysis	Pre-Post IDI	Yes	Additional mentor training is needed since IDI outcomes were inconsistent.
Different Lenses	Self-Awareness & Social Awareness	Small group discussions	Rubric + Artifacts	Yes	Different learner outcomes occurred within and across modules. This may be a factor of under-sampling related to staff attrition, or it may indicate a challenge-support mismatch.

Appendix D: Goal 2B Evidence - Learning Outcomes Data for Faculty/Staff-Facing Programs

Program	Original Goal	Formative	Summative	50% Met	Suggestions for Improvement
Growing Intercultural Leaders	Baseline Year				
Worldview Workshops	Baseline Year				
Intercultural Pedagogy Grant	Baseline Year				
Writing Group	Baseline Year				
Mini-grant Program	Baseline Year				