
CILMAR Annual Cycle of Assessment: 2023 Report

Vision

An inclusive and interculturally competent Purdue community that moves the world forward.

Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

Executive Summary

This report documents closing the loop on the Center for Intercultural Learning, Mentorship Assessment and Research’s (CILMAR) sixth full annual cycle of assessment. Every year during this period has seen a successful iteration of the cycle of assessment, both in terms of completion of all phases of the cycle (from planning through implementation, reporting, analysis, reflection, and evidence-based planning for the coming year) and with regard to meeting many targets within each cycle.

Year	Targets Achieved	Total Targets	Percentage Achieved
2018	14	18	78%
2019	17	21	81%
2020	15	20	75%
2021	19	25	76%
2022	23	27	85%
2023	17 (2 borderline)	21 (3 unmeasured)	94%

As part of our strategic planning in early 2023, CILMAR staff took a look back at the past five years and a look forward beyond the coming year to create a three-year strategic plan that will guide our decisions over the next few cycles of assessment. The longer-term goals we identified included:

1. Moving towards a systematic approach to curricular revision;
2. Expanding our efforts to embed intercultural learning across campus to co-curricular spaces; and
3. Focusing our energy and expertise on generating scalable resources.

Then, during the summer, under new leadership after the retirement of VP Brzezinski, we combined the first two goals and added another:

4. Generating sustainable streams of revenue to supplement our recurring budget.

These were the long-term goals guiding the three specific annual targets we submitted up to VP Alyssa Wilcox in July and updated our progress toward in December.

The report below details our expected outcomes, planned actions, and analysis of data from 2023 as well as resulting action plans for 2024 for each of two annual goals we chose to support the longer-term strategy outlined above. In summary, CILMAR continues to document achievements in mission-focused areas, with nearly all of our targets met or exceeded. We also improve each year in the processes of self-assessment for the purpose of continuous improvement. With the exception of the pandemic era, when circumstances made meeting some targets impossible or irrelevant, we have increased the number and percentage of targets met each year. This success is partly due to consistent fidelity and commitment in following plans and partly attributable to ever more realistic target-setting. One specific lesson learned this year in terms of process resulted from three targets that went unmeasured for various reasons. To better allow for pivoting mid-cycle to address changing contexts as has become vital since the pandemic, we will be adding a mid-year adjustment point for action plans and targets during summer strategic planning retreats. This iterative approach should allow us to minimize targets going unmeasured or unmet in the future. Another change over time has been increased ownership of cycle of assessment processes by the CILMAR staff. However, we noted this year that 1) targets (for instance not accounting for full or part time status in effort or production expectations) and 2) reporting (with some staff overrepresented in their responsibilities for assessment and others not really playing a leadership role) were not well-balanced among the team members. We are working intentionally to adjust both targets and reporting roles more equitably moving forward. The staff also agreed that in creating this report that it may be time again to simplify the plan so that we can concentrate with more energy and resources on fewer goals in the coming year.

Goal 1

CILMAR will improve the quality and sustainability of its scalable resources.

Expected Outcomes	2023 Planned Actions	Achievement of Targets	Implications/Lessons Learned
1A and 1B. CILMAR’s interventions will improve in quality.	1A. CILMAR will continue to build a “culture of evidence” for its programs.	1A. One target was that all CILMAR learner-facing programs would make advances on 2 out of 5 aspects of the culture of evidence rubric. However, only two out of five programs did so, e.g. this goal was NOT MET . However, overall average program scores did improve slightly with these advances (MET). We focused on the culture of evidence rubric rather than reporting up actual learning outcomes, so the 75% target went UNMEASURED in this cycle of assessment.	1A. We need to move to a more deliberate and focused approach to improving our culture of evidence. Each specialist managing a learner-facing program could choose one aspect of the rubric to advance and will add that expectation into their personal performance goal metrics in Success Factors.
	1B. CILMAR will gauge indirect impacts via website dashboards and an end-of-year survey (to collect scholarship completed).	1B. i. 15 manuscripts/book chapters published in peer-reviewed journal and conferences, 32 conference presentations/invited talks/workshops, Modification to SAIL Curriculum, 2 grants. CILMAR has been particularly effective in supporting personal IC development and assessment. This year’s goal is MET as in 2022 CILMAR staff had 3 manuscripts/book chapters published in	1B. 1B. i. Updated dashboards need to be on CILMAR’s site by the end of 2024. ii. Other indirect measures (student dosage, innovations mentored, etc.) should increase over last year’s impact.

Expected Outcomes	2023 Planned Actions	Achievement of Targets	Implications/Lessons Learned
		<p>peer-reviewed journal and conferences and 25 conference presentations/invited talks/workshops. These impacts are visible in the website even though the graphic dashboards have not yet been delivered by IDA+A.</p> <p>ii. Total of 5 students were mentored including 2 PhD and 3 undergraduate. This goal is MET as in 2022, we had mentored 2 UG and 1 PhD student.</p>	
<p>1C, 1D, 1E, and 1F. The sustainability of CILMAR’s impact will increase.</p>	<p>1C. CILMAR will collaborate with the Institutional Data Analysis + Assessment (IDA+A) office to lead ELEVATE – an initiative to support assessment of embedded learning outcomes at the program of study/department level.</p>	<p>i. A total of 3 departments enrolled in ELEVATE in the fall of 2023. IDA+A provided assessment support as well as record-keeping within Teams and convening regular meetings. Also, IDA+A created a PDZ on curriculum mapping & a report on ELEVATE outcomes. CILMAR provided curricular support for both 2022-23 initiatives & 2023-2024 initiatives, as well as active-learning training for instructors working to understand how to embed an ELO into existing curriculum. In other words this goal was MET.</p> <p>ii. ELEVATE exemplars were published on the CILMAR website as of last summer (MET)</p>	<p>1C. CILMAR and IDA+A will continue to support 2023-2024 ELEVATE partners through the current academic year and will draw upon the ELEVATE experience to partner in a similar but larger ELO curriculum mapping project that was kicked off by CIE in late 2023. If funding and departmental interest permit, it may also continue with the more specialized ELEVATE program through the next academic year. (Fall 2024-Fall 2025).</p>
	<p>1D. We will improve the reach of scalable resources for use in the curriculum and co-curriculum (PIM and GLUE).</p>	<p>1D. i. Revisions on all PIM through updating capstones in Qualtrics. Other revisions were made on at least 4 PIM. Goal was MET.</p> <p>ii. 5 new modules were developed: A Deep Dive into Empathy; Acting with Empathic Concern; Intercultural Creative Thinking; Dress, Culture, Identity; Bodies and Beauty in the Cultural Eye. Goal was MET.</p> <p>iii. PIM were embedded in ENGL 590, BIOS TA training, and EDCI 572. Goal was MET.</p> <p>iv. GLUE was audited, permissions were secured, and much of GLUE was updated to address copyright issues before licensing. We have decided to release a limited set of PIM as open-access to peer institutions via publication in the HubICL rather than charge institutional licenses; therefore, the target of 3 new licenses for PIM is UNMEASURED.</p>	<p>1D. i. CILMAR will complete GLUE update and licensing process, put promotional info on the website, and secure new institutional licenses.</p> <p>ii. PIM under development need to be completed.</p> <p>iii. Assessment projects will be conducted to gauge PIM use (fidelity of implementation and/or needs analysis) and effectiveness (learning outcomes assessment).</p> <p>iv. 9 PIM will be made available in the HubICL for 3 platforms each, and each will have a corresponding PDZ module for instructors.</p>
	<p>1E. We will generate and disseminate new scalable resources for</p>	<p>1E. i. All 1.0 FTE employed all year contributed at least two blocks to the PDZ. All but one of those employed for less than a year or with .25 or .50 FTE appointments</p>	<p>1E.i. Each full-time CILMAR specialist will contribute one block to the PDZ that meets a strategic need/reaches a target audience.</p>

Expected Outcomes	2023 Planned Actions	Achievement of Targets	Implications/Lessons Learned
	professional development (HubICL PDZ, library, open access scholarship).	each contributed one PDZ block. The goal was <u>ALMOST MET</u> . ii. 9 users completed PDZ blocks in 2022, and 17 completed in 2023. The goal of doubling the number of completions was <u>ALMOST MET</u> . iii. The library resources have been catalogued and shelved (<u>MET</u>). iv. Each specialist made at least one scholarly contribution (<u>MET</u>), and the CILMAR team collectively published at least 5 open access journal papers/white papers in the HubICL. This goal was <u>MET</u> .	ii. We will aim strategically to increase non-author PDZ traffic. iii. The micro-credentialing feature of the HubICL should be functional by the end of the year.
	1F. We will analyze campus-wide large-scale assessment of intercultural learning outcomes.	1F. i. CILMAR has been collaborating with IDA+A to create 3 new infographics for our website, one of which will showcase assessment efforts by college. IDA+A understands the need and has tasked a team member with this innovation, but their timeline will put us past the end of year deadline so this target is <u>UNMEASURED</u> .	1F. i. We plan to work with IDA+A to add dashboards to our website (assessment efforts by college, student dosage of faculty/staff development programs, etc.). ii. We will also focus on publishing large scale/institutional level analyses of assessment data in the coming year.

Goal 2

CILMAR will infuse intersections of intercultural learning and diversity, inclusion and belonging in all its activities.

Expected Outcomes	2023 Planned Actions	Achievement of Targets	Resulting Action Plan for 2024
2A. CILMAR's programs will clearly communicate the intersection of intercultural and diversity, inclusion and belongingness (DIB) disciplines and structures.	2A. In a workshop setting and/or one-to-one conversations, CILMAR staff will collaborate with DIB colleagues to identify DIB learning outcomes more systematically for major CILMAR programs and will make those outcomes visible in CILMAR's website and new one-page internal program description documents.	2A. All learning-focused CILMAR programs made their DEIB learning outcomes visible on CILMAR's website (<u>MET</u>) and their new one-page internal program description documents (<u>MET</u>).	2A. We will build on the outcomes we have drafted by drawing on the expertise of our DIB colleagues in multiple ways (workshopping, accountability partner, etc.) to hold ourselves accountable for both: i. reflecting on integrating intercultural and DIB work in our programs (updating outcomes as necessary) and ii. implementing the outcomes we drafted (adding them to personal performance goals).

Expected Outcomes	2023 Planned Actions	Achievement of Targets	Resulting Action Plan for 2024
<p>2B. The CILMAR team will internalize life-long learning via intentional application of intercultural-DIB intersections.</p>	<p>2B. CILMAR staff will participate together in professional development activities related to DIB. These activities will be consistently followed by intentional application.</p>	<p>2B. i. CILMAR staff participated in 22 professional development sessions during staff meetings, as a group. A large focus of this PD was the development and implementation of a DIB self-assessment rubric, so this target was MET. ii. The application of this learning is captured in our weekly reporting (SCRAPS) and indicated that staff utilized and applied their new knowledge 24 times with people in and outside of Purdue (MET).</p>	<p>2B. CILMAR staff plans to continue conducting various PD sessions during our weekly staff meetings. New PD ideas include individual reading/research, guest experts, spotlights on new programs/studies. Realignment needs to be achieved for this action/target with the overarching goal and intended outcome, as our focus has broadened too far beyond intercultural/DIB intersections. We will also reconsider the amount of time we spend on PD. It has been encouraged that people use their travel and PD funds to also take advantage of outside opportunities to further their development needs and desires. Monitoring the use and application of new learning and knowledge will be measured with the weekly SCRAPS reporting.</p>