

## CILMAR Annual Cycle of Assessment: 2018 Report

### Vision

An inclusive and intercultural competent Purdue community that affects the world.

### Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

### Goal 1

CILMAR will strive to connect all of its activities to its mission

Expected Outcomes	2018 Actions	Achievement of Targets	Resulting Action Plan for 2019
Purdue stakeholders will have opportunities to engage in 1) intentional and meaningful interactions across difference; 2) reflective mindfulness of self, context, and professional practice; and 3) ownership of their own and others' intercultural learning and practice.	1A. CILMAR programs and projects in co- curricular learning contexts will move beyond a previous focus on integrating international and domestic students to prioritize the intentional fostering of intercultural learning.	1A. The target that 100% of CILMAR programs and projects in co- curricular learning contexts will be intentionally designed to foster intercultural learning <b>was not met</b> . This action was not fully assessed due to organizational changes. In response to staff attrition, CILMAR's director and dean Dr. Mike Brzezinski made the strategic decision to move co-curricular programming to some combination of ISS and student organizations.	1A. This action will not continue in 2019 but may be reinstated at a later date after a future hire allows us to address the co-curricular realm once again.
	1B. CILMAR programs and projects in curricular learning contexts will move beyond the cognitive to behavioral and affective domains, including role plays, simulations, and other opportunities to apply new knowledge.	1B. The target that 100% of CILMAR programs and projects in curricular learning contexts will be intentionally designed to foster the application and practice of intercultural knowledge, skills, and attitudes <b>was met</b> . In a recent strategic planning retreat, less mission-critical CILMAR projects and programs were eliminated or reduced in order to direct bandwidth to those best aligned with our mission. Each remaining project/program was aligned with intercultural learning outcomes from the AAC&U rubric in	1B. In 2019, planning for continued and new CILMAR projects and programs will follow a backwards design model that identifies intercultural learning outcomes, delineates an assessment plan, and implements experiential activities aligned with cognitive, affective, and behavioral learning outcomes (mostly drawn from the AAC&U rubrics).

		<p>meetings with Katherine Yngve. In the Qualtrics survey reporting data from the 2018 cycle, all reporters indicated at least one way their programs support CILMAR's mission.</p>	
	<p>1C. In a train the trainer approach, CILMAR will mentor intercultural leadership across campus and at all levels of the organization and beyond, to include faculty, staff, and students, community members, and peers in the scholarly community. CILMAR team members will enable others to produce and disseminate original intercultural work (texts, artifacts, tools, interventions, presentations, grants, etc.).</p>	<p>1C. The target of at least 20 original intercultural innovations (texts, artifacts, tools, interventions, presentations, grants, etc.) of demonstrated quality (based on concrete or objective indicators such as peer review) developed by interculturalists within CILMAR's sphere of influence, with at least 10 separate stakeholders outside of CILMAR involved in these efforts, <b>was met</b>. CILMAR collaborators were well represented at several conferences; for example, five non-CILMAR faculty, staff, and students represented Purdue's intercultural learning efforts at the 2018 WISE conference. CILMAR's own faculty fellow applied for seven grants this year, with three of them being funded. Other colleagues published in the area of intercultural learning; notable among them would be Lisa Snodgrass' writings and presentations on the effects of internship abroad and assessing the intercultural sensitivity of agricultural students</p>	<p>1C. It would seem reasonable to repeat this target for the next cycle, but to also emphasize to our partners through a communication campaign the importance of putting their presentations, publications, etc. into a collection on the HubICL.</p>

## Goal 2

Purdue stakeholders will demonstrate intercultural learning in CILMAR programs and projects.

Expected Outcomes	2018 Actions	Achievement of Targets	Resulting Action Plan for 2019
<p>CILMAR programs and projects will demonstrate effectiveness in terms of the development of participants on the AAC&amp;U rubric(s), the Intercultural Development Continuum, increase in belongingness, or another appropriate developmental framework.</p>	<p>2A. The programs and projects that will be included in this expected outcome will be outlined by end of November by Kris and Sarah. Appropriate training and support will be provided by Katherine to CILMAR programs and project leaders and external partners in assessment of the building blocks of intercultural development.</p>	<p>2A. The target of 100% of CILMAR learning-oriented programs and projects completing a cycle of leader-driven assessment of knowledge, skills, and/or attitudes was met. "Learning-oriented" programs are defined as those in which we work directly with students, for example the SAIL scholarship courses, Different Lenses, and the Peace Corps Prep Certification program. All student-facing programs completed cycles of assessment. Programs that create learning opportunities for faculty and staff also completed cycles of assessment but their findings are not reported on here because those data do not need to be passed up to OIRAE in TracDat for institutional level assessment.</p>	<p>No changes are suggested by the data in terms of which programs should be assessed. However, despite meeting the target in terms of outputs, it is clear that our assessment processes could be improved. In many cases, we are collectively better at collecting data than at finding time to review and apply findings in the service of improved learner outcomes. Therefore, CILMAR leadership plans to:</p> <ol style="list-style-type: none"> <li>1. Provide project leaders with models of alignment, reporting, and evidence-based planning; and</li> <li>2. Address lack of person-hours for analysis and reflection by (further) exploring "jobbing out" of analysis to non-CILMAR support staff at Purdue; whether it be CIE, GAs, undergraduate researchers, Stats consultants, or (other) OIRAE analysts.</li> </ol>
	<p>2B. The leader of each assessed CILMAR program and project will demonstrate with an appropriate measure the extent of intercultural learning occurring in or as a result of participation.</p>	<p>2B. The target of at least 50% of participants in each CILMAR program and project attaining intercultural learning goals set by program and project leaders <b>was not met</b>. In learning (student-facing) programs, all program leaders except one reported at least 50% of participants attaining learning goals, and that one program (International Friendship Program) was reorged for 2019 from CILMAR to ISS. Mentoring (faculty/staff facing) programs are not reported on here and will not be</p>	<p>Because this was our first year with a cycle of assessment, many of our targets need to be updated, some of the assessment measures or processes need improvements, and some programs may not need to be assessed for learning at all.</p> <ol style="list-style-type: none"> <li>1. For SAIL courses, it seems appropriate to set higher goals, as well as stage-based learning outcomes, and upgrade mentor training as required.</li> </ol>

		<p>passed up to OIRAE in TracDat. For our own use in planning, however, IPG, Worldview Workshops, and PICLCoP all met targets. Growing Intercultural Leaders and the Minigrant program are currently assessed on program completion rather than learning.</p>	<p>2. For "Mentoring" programs, we need to revisit the backwards design process to make learning outcomes, data collection, analysis and reporting less onerous, more audience appropriate, and more authentic. It may be that some will not be tied to the AAC&amp;U rubrics, and others may not be assessed for learning at all.</p> <p>3. For the next cycle, IPG should be setting both student outcome and professional development outcome goals.</p>
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### Goal 3

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

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
3A-B. Support for diversity and inclusion will be incorporated into CILMAR's intercultural mission and operationalized as part of its routine operations.	3A. CILMAR will hire a new Intercultural Learning Specialist to liaise with DDI.	3A. The targets of evidence of collaboration in the hiring process and an appropriate hire made before 2018 <b>were met</b> . Pam Morris and Will Smith served on the search committee and representatives from various cultural centers and DDI offices across campus met with candidates during campus interviews. Florence Adibu was hired in 2017.	3A. This action and target will be discontinued in 2019, as they were meant for a single occurrence that, now accomplished, does not need to be repeated until we should have to replace Florence.
	3B. The CILMAR team will routinely engage in professional development activities related to multicultural mindfulness.	3B. The target of one guided discussion of 30-45 minutes per month involving the entire staff <b>was not met</b> . We did choose a book to guide these discussions ( <i>What if?</i> ) and consistently worked through the chapters in order. However, for the year, we only got through 9 chapters, thus falling short of our target of 12 discussions for the year.	3B. We will continue to work through the remaining 17 chapters of the <i>What if?</i> text this coming year. Our target needs to change to reflect our new schedule for staff meetings (not meeting every week, and a rotating staff member is responsible for planning PD/team-building). We will commit to 6 activities/discussions in staff meetings and 3 team-attended diversity-related events on campus in 2019.
3C-D-E. 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.	3C. CILMAR will map out the overlap between its vision and mission and those of DDI colleagues.	3C. The target of having a visual organizer for CILMAR-DDI relationships drafted and revised <b>was not met</b> . In fact, we did not make any progress towards this action. However, a different action was completed that supports this expected outcome. CILMAR participated in the search for the new AVP of Diversity at Purdue, including Dean Brzezinski serving on the search committee and CILMAR leadership meeting with candidates invited for campus interviews.	3C. The action of mapping out relationships is still valuable in support of this expected outcome. It may be more timely in 2019 than it was in 2018, if we are successful in our search for a new AVP of Diversity. Thus, this action and target will remain the same for next year.

	<p>3D. CILMAR will strive to better support the efforts of DDI colleagues.</p>	<p>3D. The targets of ten DDI events, programs, presentations, workshops, and research projects supported (e.g., attending, consulting, participating), and all CILMAR professionals involved at least once in that support, <b>were met</b>. All CILMAR staff attended and/or otherwise supported at least one DDI event on campus.</p>	<p>3D. As this action is valuable for the continued development and maintenance of CILMAR's relationships with DDI colleagues and this target seems reasonable in its expectations, we will continue both unchanged in 2019.</p>
	<p>3E. CILMAR and DDI colleagues will collaborate on high quality and impactful events, programs, presentations, workshops, and research projects.</p>	<p>3E. The targets of six demonstrably high quality and/or impactful events, programs, presentations, workshops, and research projects led by CILMAR and DDI collaborators, and half of CILMAR professional staff involved in those collaborations (e.g., leading, co-leading, presenting, mentoring, creating/designing, administering/implementing), <b>were met</b>. Five MLK, Jr. events, seven PICLCoP events, a new study away program, workshop presentations for CISTAR, and a webinar were among the collaborations reported by CILMAR staff. All were assessed for intercultural learning, and these projects involved over 80% of our unit.</p>	<p>3E. CILMAR is committed to continuing this important action in support of our goal to build bridges with DDI. However, with limits set on the number of MLK, Jr. events to protect Florence's bandwidth and the reduction of the PICLCoP program until a new co-curricular hire can be made in the coming year or two, it is more realistic to set the target for this action at four events rather than six. At least half of CILMAR staff should remain deeply involved in these collaborations.</p>

## Goal 4

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

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
<p>4A-B. CILMAR's intercultural resources will be highly accessible across campus and to other institutions and partners via a variety of media.</p>	<p>4A. CILMAR professional staff will produce and disseminate high quality original intercultural work (texts, artifacts, tools, interventions, presentations, grants, etc.).</p>	<p>4A. Every CILMAR Specialist and Associate Director will create and share at Purdue and beyond at least one original intercultural work of demonstrated quality (based on concrete or objective indicators such as peer review). <i>Target may increase in the future.</i> This target <b>was met</b> in the following ways: Beth Tucker created and used a new tool for IFP; Annette Benson presented at 3 regional conferences; Dan Jones created intercultural curriculum for SAIL and the teamwork certificate; Florence Adibu grew the fledgling Different Lenses into a program which is ready to be duplicated into additional offerings; Aletha Stahl learned and presented new material for the Worldview Workshop, as well as taking on the Peace Corps Prep class mid-semester; Kris Acheson-Clair wrote multiple publications and grant applications; and Katherine Yngve published a book chapter and several institutional reports.</p>	<p>4A. The goal for next year should remain the same but should be augmented to include the expectation that each specialist should ensure that all tools which they use, create, or present in the coming year are also uploaded into the HubICL as a matter of course.</p>

	<p>4B. CILMAR team members will publicize the intercultural work of external partners (texts, artifacts, tools, interventions, presentations, grants, etc.).</p>	<p>4B. Annette will use social media to publicize intercultural innovations (texts, artifacts, tools, interventions, presentations, grants, etc.) at Purdue at least once a week, beginning October 1, 2017. This goal <b>was not met</b>. Although social media was updated regularly, posts did not always feature intercultural innovations on a weekly basis.</p>	<p>4B. The goal for last year was written before the HubICL was created and at a time when social media was CILMAR's channel for spreading interest in and news about intercultural learning. Social media is still being used in that way, but it is also increasingly being used to draw attention to what has been added to the HubICL, as the additions can be themed and grouped, rather than advertising one new tool at a time. A more reasonable goal for the coming year would be to highlight each week on social media a new tool, publication, or collection which has been added to the HubICL.</p>
<p>4C-D. CILMAR team members will become fully invested internal and external ambassadors for the center's vision and mission.</p>	<p>4C. CILMAR staff will participate in strategic planning, team building, and cross training in retreats and staff meetings.</p>	<p>4C. The CILMAR leadership team will engage in strategic planning meetings at least once monthly. All CILMAR staff will participate in half day retreats at least once per semester. This target <b>was met</b>. The leadership team met bi-weekly throughout the year, and two professional development/team-building retreats were held in 2018.</p>	<p>4C. The target for the coming year remains the same, with the addition that the CILMAR staff will also engage in a professional development activity together each month, with an emphasis on supporting colleagues through attendance at one another's programs as well as in-service training at staff meetings.</p>
	<p>4D. CILMAR leadership team will intentionally focus on improving outward facing and both vertical and horizontal internal communication.</p>	<p>4D. In this first year, baseline data on the effectiveness of internal and external communication will be gathered and reported back to the CILMAR staff. A specific target will be set for future cycles. This target <b>was met</b> for external communication but <b>was not met</b> for internal communication. In this second year of CILMAR's existence, emphasis was placed on external communication. Efforts on campus included the creation and dissemination of CILMAR collateral for each day of STAR 2018 and for 8 resource fairs in Fall 2018. The importance of ICL was</p>	<p>4D. Based on these data related to external communication, we will focus on improvements in our outward facing communication by increasing HubICL membership and contributions from beyond Purdue and by moving the CILMAR workshop from institute style in 2018 to conference format in 2020. Baseline for internal communication will become a focus for 2019, with changes planned to 1:1 and whole staff meeting structures/schedules as well as shared data management and mailing list maintenance processes.</p>

		<p>communicated to the Purdue campus through the mini-grant and vision awards selection process, which culminated at the CILMAR Celebration. CILMAR was also represented beyond the Purdue campus at multiple conferences, as well as SIIC. CILMAR brought 35 colleagues to Purdue through its first Scaling Up Institute. The HubICL was created and promoted to partners both on- and off-campus, with 185 members from 90 institutions joining the HubICL in the first 6 month since the launch of the alpha version. Internal communication was not prioritized in 2018, so we still do not have baseline data from which to plan improvements.</p>	
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## Executive Summary

Overall, CILMAR had an extremely successful first annual cycle of assessment. We followed through with nearly all of our planned actions and assessments, despite major organizational changes and staff attrition. We also met many of our targets in the expected outcomes we laid out more than a year ago. Our successes and lessons learned in 2018-19 are summarized below:

*Goal 1 - CILMAR will strive to connect all of its activities to its mission.* CILMAR staff did a phenomenal job of accomplishing related actions and following through with gathering evidence to document being driven by our mission. All targets were met for this goal with the exception of those related to discontinued or reorganized (co-curricular) programs, which we are no longer tracking. Because we believe this goal to be essential to the accomplishment of our mission, we will continue to work on Goal 1 in the 2019-20 cycle; in fact, our strategic planning for next year has already begun to reduce or postpone less mission-critical programs until we have greater staff bandwidth.

*Goal 2 - Purdue stakeholders will demonstrate intercultural learning in CILMAR programs and projects.* We were also highly successful with our second (perhaps most challenging) goal of holding ourselves accountable for promoting learning. All of our program leaders backwards designed their curriculum to maximize learning and closed the loop on their cycles of assessment, and nearly all of them reached their targeted learning goals. We learned some important lessons from this data, including which targets may need to be raised (SAIL), which programs may need new assessments (mentoring programs), which need different learning outcomes (IPG and GIL) and which may not need to be assessed for learning at all (IFP, since it now resides in ISS, and the Mini-grant program).

*Goal 3 - CILMAR will help build bridges between international/intercultural and multicultural/diversity realms in and beyond our institution.* CILMAR leadership is satisfied with the progress made towards this goal of collaboration with the Division of Diversity and Inclusion (DDI), although we acknowledge that we still have work to do in some areas. Most targets were met; of actions with met targets, one (the hiring of a liaison) will be discontinued now that it is complete, but the others (support of and collaboration with non-CILMAR colleagues) will continue as an important responsibility of all CILMAR staff members. The targets that were not met, including mapping out the relationship between DDI and CILMAR and continually attending to inclusion in our own professional development, are also deemed important and will thus continue, although the target for the number of PD activities may be lowered to a more feasible frequency.

*Goal 4 - CILMAR will become a trusted intercultural resource for peers and partners in and outside of Purdue University.* Finally, we were mostly successful with spreading the word about our relatively young unit on and off campus. Highlights of our outreach include launching the Intercultural Learning Hub as a science gateway, hosting an institute on campus, and having multiple peer-reviewed conference presentations, publications, and grants accepted. Where we did not quite reach our targets, such as with the goal of weekly posts about intercultural innovations on social media and determining areas for improvement in internal communication processes, we have revised our targets to be more realistic and renewed our commitment to collecting baseline data, respectively. This goal and its related actions will continue largely without revision into the next cycle.

The CILMAR leadership team would like to offer congratulations and gratitude to the specialists and support staff who helped with the planning, implementation, and reporting of this cycle of assessment. We look forward to an even more successful year in 2019-20.