

CILMAR Annual Cycle of Assessment: 2018 Plan

Reporters: CILMAR Leadership Team

- Acheson-Clair – 1A, 1B, 3A, 3D, 3E
- Yngve – 2A, 2B, 3C
- Benson – 1C, 3B, 4A, 4B, 4C, 4D

Timeline of Assessment: 2018 Calendar Year

- Initial goals set by November 2017 in this first cycle
- Data collection and reporting after the new year in 2019 date from 2018 informing February performance evaluations (i.e., providing evidence for the arguments we present to our supervisors)
- Annual cycle planning for 2019 based on 2018 report completed by end of January

Vision

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

Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

2018 Goals

- CILMAR will strive to connect all its activities to its mission.
- Purdue stakeholders will demonstrate intercultural learning in CILMAR programs and projects.
- CILMAR will help build bridges between international/intercultural and multicultural/diversity realms in and beyond our institution.
- CILMAR will become a trusted intercultural resource for peers and partners in and outside of Purdue University.

Specialist Responsibilities

- Explicitly connect what you do to the mission – 1A (co-curricular) 1B (curricular)
- Complete a cycle of assessment to demonstrate that learning occurs in your programs for at least 50% of participants – 2A/2B



- Support and/or collaborate with diversity colleagues at least once – 3D/3E
- Create and share at least one intercultural innovation (e.g., new or adapted experiential activity, assessment or tool; conference presentation, keynote speech, or guest lecture; white paper, publication, or grant, etc.) – 4A

Goal 1

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

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
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 design of all CILMAR programs and projects in co- curricular learning contexts will be systematically evaluated for sound theoretical basis and use of pedagogical best practices by Associate Directors in collaboration with each project leader.	1A. 100% of CILMAR programs and projects in co-curricular learning contexts will be intentionally designed to foster intercultural learning.
	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 design of all CILMAR programs and projects in curricular learning contexts will be systematically evaluated for extension beyond the cognitive domain by Associate Directors in collaboration with each project leader.	1B. 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.
	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.).	1C. The Communication Strategist (Annette) and the Senior Associate (Chuck) will monitor and analyze the number, extent, and quality of the intercultural innovations being performed and produced by interculturalists who have been mentored by CILMAR, and number of partners performing and producing these innovations.	1C. 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) will be developed by interculturalists within CILMAR's sphere of influence. At least 10 separate stakeholders outside of CILMAR will be involved in these efforts. <i>Targets may increase in the future.</i>

Goal 2

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

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
CILMAR programs and projects will demonstrate effectiveness in terms of the development of participants on the AAC&U rubric(s), the Intercultural Development Continuum, increase in belongingness, or another appropriate developmental framework.	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.	2A. Associate Directors will monitor the number and percentage of CILMAR program and project leaders who complete a cycle of assessment and plan for program improvements in the 2017-2018 academic year.	2A. 100% of CILMAR programs and projects will complete a cycle of leader-driven assessment of knowledge, skills, and/or attitudes.
	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.	2B. Multiple methods and measures are appropriate depending on the outcomes and designs of programs: quantified behavioral observation, exit surveys or reflections of learning and/or praxis that occurred, analysis of learner artifacts with an AAC&U rubric, systematized analysis of oral debriefings, and pre/post testing with a validated Likert-type instrument. <i>Satisfaction surveys or unstructured focus groups are only appropriate in combination with another of the methods above.</i>	2B. At least 50% of participants in each CILMAR program and project will attain intercultural learning goals set by program and project leaders. <i>Target may increase in the future.</i>

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. CILMAR and DDI colleagues will collaborate on creating a job description, recruiting a diverse candidate pool, and serving on a search committee to make an appropriate hire.	3A. Evidence of collaboration in the hiring process, and appropriate hire made before the start of the Fall semester.
	3B. The CILMAR team will routinely engage in professional development activities related to multicultural mindfulness.	3B. Records of monthly all-CILMAR staff meetings will reflect regular guided discussions of multicultural issues and perspectives.	3B. One guided discussion of 30-45 minutes per month involving the entire staff.
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. CILMAR and DDI colleagues will develop a visual organizer explaining and illustrating overlap as a record of their shared understanding.	3C. Visual organizer drafted and revised based on feedback.
	3D. CILMAR will strive to better support the efforts of DDI colleagues.	3D. Associate Directors will monitor and report on the number of DDI events, programs, presentations, workshops, and research projects attended or otherwise supported by CILMAR staff, and the number of CILMAR professional staff involved in their support.	3D. Ten DDI events, programs, presentations, workshops, and research projects supported (e.g., attending, consulting, participating), and all CILMAR professional are involved at least once in that support.
	3E. CILMAR and DDI colleagues will collaborate on high quality and impactful events, programs, presentations, workshops, and research projects.	3E. Associate Directors will monitor and report on the number of events, programs, presentations, workshops, and research projects co-led; evidence of their quality and/or impact; and the number of CILMAR staff collaborating.	3E. 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).

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
4A-B. CILMAR's intercultural resources will be highly accessible across campus and to other institutions and partners via a variety of media.	4A. CILMAR professional staff will produce and disseminate high quality original intercultural work (texts, artifacts, tools, interventions, presentations, grants, etc.).	4A. The Communication Strategist (Annette) will monitor and report on the productivity of CILMAR professional staff.	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). Target may increase in the future.
	4B. CILMAR team members will publicize the intercultural work of external partners (texts, artifacts, tools, interventions, presentations, grants, etc.).	4B. The Communication Strategist (Annette) will monitor and report on CILMAR's dissemination of the intercultural innovations performed and produced by its partners.	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.
4C-D. CILMAR team members will become fully invested internal and external ambassadors for the center's vision and mission.	4C. CILMAR staff will participate in strategic planning, team building, and cross training in retreats and staff meetings.	4C. The Communication Strategist (Annette) will monitor and report on CILMAR's strategic planning, team building, and cross-training efforts.	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.
	4D. CILMAR leadership team will intentionally focus on improving outward facing and both vertical and horizontal internal communication.	4D. On an annual basis, the Communication Strategist (Annette) will conduct an anonymous survey of CILMAR staff on internal (vertical and horizontal) and external communication processes. If needed, individual interviews can be added.	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.