
CILMAR Annual Cycle of Assessment: 2021 Plan

Vision

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

Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

2021 Goals for Improvement

- CILMAR will scale up program impacts in support of our mission.
- CILMAR will infuse intersections of intercultural and EDI and social justice disciplines and structures in all activities.
- CILMAR will continually improve the quality and reach of its reputation as an innovative leader in and outside of Purdue.

Timeline of Assessment

- Annual cycle planning for 2021 based on 2020 report completed by February 15, 2021
- Plan implementation and data collection throughout the year, with quarterly milestone “check-ins” in April, July, and October
- Annual cycle planning for 2022 based on 2021 report completed by February 15, 2022

Reporter Responsibilities

- Yngve – learning outcomes assessment, including regular program assessment and new EDI outcomes (1A, 1B, 2A, 2D)
- Stahl – campus-wide initiatives, professional development and relationship-building assessment (1C, 1D, 2B, 2C, 2D)
- Jones – faculty/staff training in mentorship (1D, 1E)
- Jin – scholarly production by CILMAR staff and supported via research support projects (3A, 3B, 3C)
- Benson – all measures related to the HubICL, social media, and service beyond Purdue (3C, 3D, 3E)

General On-Going Specialist Responsibilities

- Meet with Katherine quarterly to articulate and implement an assessment plan for your projects (Goal 1A)
- Embed EDI outcomes in your project assessments as appropriate (Goal 2A)
- Engage in group professional development opportunities and their follow-up activities whenever possible (Goal 2B)
- Work with consistent or fluid small groups to plan for and debrief from individual professional development opportunities (Goal 2C)
- Build relationships with formal or informal EDI partners and provide weekly updates via SCRAPs (Goal 2D)
- Mentor 4 non-CILMAR colleagues in contributing new material to the HubICL (Goal 3B)
- Publish in the HubICL at least one scholarly report – e.g., peer-reviewed publication, conference presentation, white paper (Goal 3B)

Goal 1

CILMAR will scale up program impacts in support of our mission.

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
CILMAR's impact will grow demonstrably in terms of reach across campus, depth of intercultural learning (ICL), and sustainability.	1A. Katherine will meet with specialists in February to improve assessment plans and set realistic targets based on previous data. She will also check in on implementation in April, July, and October.	1A. Katherine will document that CILMAR programs have followed through on individualized assessment plans with fidelity and with an emphasis on scaling up and maximizing learning with current resources.	1A. 90% of assessment plans will be implemented with fidelity in 2021. 75% of program learning targets will be met. See Appendix A for assessment plans and targets.
	1B. CILMAR will work with faculty and administrators to support more college-wide assessment of intercultural learning.	1B. Katherine will monitor the production of resources that model college-wide assessment and will also measure the number of colleges who make progress in implementing large-scale assessment plans.	1B. At least two new assessment resources will be disseminated via the HubICL. At least one additional college will join the Polytechnic, Engineering, Science, and Pharmacy in this initiative.
	1C. We will build a community of champions of ICL at Purdue in order to embed more ICL in the curriculum across campus.	1C. Aletha will document successful unit- or program-wide implementation of ICL in undergraduate majors (such as in Italian, Nursing, Pre-Pharmacy) and will monitor the progress of a new graduate certificate in Mentoring ICL.	1C. At least two additional programs of study embed ICL across the coursework for an undergraduate major. The graduate certificate will be approved by summer and open in the fall.
	1D. We will produce and disseminate plug and play resources to aid in ICL curricular revision efforts across campus.	1D. Dan will monitor progress in the development of a new curriculum for use in study abroad, virtual exchange, and on campus. Aletha will chart expansion of the content and usage of the Portable Intercultural Modules (PIM).	1D. The new curriculum will be complete and piloted at least in SAIL (study abroad) and VEIL (virtual exchange) courses before year's end. The PIM program will include at least 2 additional modules and will gain at least 10 new faculty users in 2021.
	1E. CILMAR will collaborate to extend ICL backward design training sustainably to audiences beyond study abroad leaders.	1E. Dan will document the long-term expansion of the Intercultural Pedagogy Grant (IPG) program to include COIL and other virtual learning contexts.	1E. A cost-sharing model for IPG incentives with the Provost's office and a collaboration with Teaching and Learning Technologies on training modules and instructor support will be in place by summer 2021.

Goal 2

CILMAR will infuse intersections of intercultural and equity, diversity, inclusion and social justice disciplines and structures in all activities.

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
2A. CILMAR's programs will reflect the intersection of intercultural and equity, diversity, inclusion and social justice (EDI-SJ) disciplines and structures.	2A. CILMAR staff will identify equity, diversity, inclusion and/or social justice learning outcomes and a means of assessing these for its programs (to be discussed quarterly with Katherine). CILMAR's website will reflect this commitment.	2A. Katherine will measure the specialists' successful integration of new EDI outcomes in their assessment plans in an end-of-year survey.	2A. 80% of programs will include at least one equity, diversity, inclusion and/or social justice learning outcome that was assessed in 2021. 75% of those program learning targets will be met. These learning outcomes will be listed on the CILMAR website.
2B,C. The CILMAR team will model the life-long, intentional, and applied process of intercultural learning.	2B. CILMAR staff will participate together in professional development activities related to EDI-SJ and to wellbeing. CILMAR specialists will identify for the group how they might apply what they learned.	2B. Aletha will analyze records of staff meetings, SCRAP reports, and discussion forums in the HubICL and Teams and will demonstrate reflection on EDI-SJ and well-being PD by CILMAR specialists.	2B. CILMAR staff will engage in at least 4 group PD activities related to EDI-SJ and/well-being with at least 5 people participating. Each of the events will be followed by documented group debriefing and action planning.
	2C. The CILMAR team will organize internal support/accountability small groups to promote individual goal-setting and strategic selection of PD opportunities and/or to debrief/share reflections on PD activities.	2C. CILMAR staff will document the activity of their groups and reflect on their resulting personal growth in an end-of-year survey. Aletha will compile these data.	2C. 75% of CILMAR staff will report participating in at least 3 small group meetings (one consistent group or different groups) and identify one area of personal growth in an end-of-year survey.
2D. CILMAR will be recognized as a partner in fostering inclusion, belongingness and community where matters of structural and institutional equity are concerned.	2D. CILMAR staff will undertake activities that build trust and demonstrate commitment to campus-wide efforts and beyond. These include work with the Justice, Equity, Diversity and Inclusion (JEDI) undergraduate course list, liaising with EDI partners, amplifying partners' messaging, and engaging in formal and informal dialogues related to EDI and SJ initiatives.	2D. Weekly SCRAP reports will document CILMAR specialist activities such as the events attended, personal connections made, new collaborations, social media activity, and formal and informal dialogues that took place. Katherine will conduct a qualitative assessment of personal networks and social impact at the end of the year.	2D. CILMAR will contribute to a sustainability plan for the JEDI list. Each specialist will have maintained at least one relationship with and EDI colleague (not necessarily a formal liaison), as demonstrated by multiple points of contact. The qualitative assessment will generate a baseline for future planning around this expected outcome.

Goal 3

CILMAR will continually improve the quality and reach of its reputation as an innovative leader in and outside of Purdue.

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
3A,B,C. Scholarly productivity of both CILMAR staff and those whose work we have supported will be highly visible.	3A. CILMAR staff will actively work to address gaps in the literature on assessment.	3A. Lan will monitor the completion of two projects with high status scholarly journals to publish special issues on assessment with guest editors from CILMAR.	3A. Two special journal issues on assessment published in 2021: <i>Frontiers Interdisciplinary Journal of Study Abroad</i> and the <i>Journal of Transformative Education</i> .
	3B. CILMAR will increase scholarly output related to ICL and visibility of that productivity at Purdue via research support programs.	3B. Lan will track output of the seed grant and writing group programs, comparing quantity to last year. In addition, Lan will work towards a measure of quality/impact.	3B. Scholarly output of these programs will increase over last year. A rubric will be developed to measure quality/ impact of scholarly work for future use.
	3C. CILMAR will lead scholarly innovation at Purdue by continuing to create new intercultural learning tools, to win external funding awards, and to publish high profile studies.	3C. Annette will track innovations published in the HubICL, and Lan will track grants and scholarly reports in an annual CILMAR grants and publications list.	3C. Each CILMAR specialist will mentor 4 non-CILMAR colleagues in contributing new material to the HubICL and will publish at least one scholarly report, with the goal of 10 total from the CILMAR staff.
3D,E. CILMAR will be a leader in providing professional development in ICL at Purdue and beyond.	3D. CILMAR will develop and market a new HubICL Professional Development Zone (PDZ).	3D. Annette will document completion of PDZ development, track number of "blocks" created for the PDZ, and HubICL members active in the PDZ.	3D. The PDZ will be launched by summer. 35 blocks by 10 providers will be available by January 2022. At least 500 users will visit the HubICL PDZ to explore PD offerings.
	3E. CILMAR will offer a virtual professional development program in summer 2021 that drives participants to the HubICL PDZ.	3E. Annette will document success of the PD summer offerings, including number of courses offered and number of participants engaging, as well as impact on HubICL PDZ activity in site analytics.	3E. At least 4 three-tiered courses will be offered, reaching at least 60 participants. Visits to the PDZ will spike in HubICL analytics, coinciding with marketing efforts for the summer program.