

## CILMAR Annual Cycle of Assessment: 2019 Plan

### Reporters: CILMAR Leadership Team

- Acheson-Clair – Goal 1, Goal 3
- Yngve – Goal 2
- Benson – Goal 4

### Timeline of Assessment: 2019 Calendar Year

- Annual cycle planning for 2019 based on 2018 report completed by mid-March
- Plan implementation and data collection throughout the year, with reporting upward in January 2020
- Annual cycle planning for 2020 based on 2019 report completed by end of February

### Vision

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

### Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

### 2019 Goals

- CILMAR will focus on our mission.
- CILMAR stakeholders will demonstrate intercultural learning.
- 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

- Articulate a theoretical foundation for your projects and programs that explicitly connects them to the mission (Goal 1)
- Use the decision tree to accept / decline and plan for one-offs (Goal 1)
- Complete a cycle of assessment for student-facing programs to demonstrate that learning occurs for at least 75% of respondents (Goal 2)
- Work with Katherine to backwards design non-student facing programs by end of summer in order to gather baseline data in fall (Goal 2)
- Support DDI events and/ or collaborate with diversity colleagues at least once on an individual basis (Goal 3)

- Create and share at least three intercultural innovations (e.g., new or adapted pedagogical tool; presentation, workshop, or guest lecture) (Goal 4)
- Write / co-write at least one scholarly report (e.g., white paper on the HubICL, book chapter, peer-reviewed article, or grant) (Goal 4)
- Curate in the HubICL an average of three times a month (publish a report, add a tool, curate a contribution, or create a collection) (Goal 4)
- Reflect on how to represent and publicize CILMAR with professionalism in your specific role (Goal 4)

## Goal 1

CILMAR will focus on our mission.

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
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. A visual organizer of CILMAR staff and their portfolios will be created and revised as needed during the reorganization.	1A. A visual organizer of CILMAR staff and their portfolios clearly demonstrate logical grouping of programs and projects into domains that support the mission.
	1B. All CILMAR programs and projects will be built on theoretical foundations of intercultural/ multicultural/global learning that are relevant to our mission.	1B. A curriculum map of CILMAR efforts and their relationships to theoretical foundations will be developed.	1B. 100% of CILMAR programs and projects are connected to the mission in the curriculum map.
	1C. CILMAR staff will commit to stewardship of funds.	1C. A budget that allocates funds for CILMAR programs and projects will be collaboratively developed, with control of budget lines moved into specialists hands.	1C. All staff participate in the budget creation and implementation. Each budget line and the overall CILMAR budget are all on track to end the fiscal year in the black.
	1D. CILMAR staff will limit one-off efforts strategically, both in terms of our mission and our bandwidth.	1D. CILMAR staff will use a decision tree to document their thought processes in accepting / decline /planning all one-offs and share this documentation with their supervisor. The CILMAR director will collect and report on all submitted decisions.	1D. All staff consistently use the decision tree and reporting decisions upward. An analysis of collected decisions indicates that 80% of each staff member's one off decisions are strategic (target will increase to 100% in the coming year.)

## Goal 2

CILMAR stakeholders will demonstrate intercultural learning.

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
<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, 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. 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&amp;U rubric, systematized analysis of oral debriefings, and pre/post testing with a validated liker-type instrument. <i>Satisfaction surveys or unstructured focus groups are only appropriate in combinations with another of the methods above.</i></p>	<p>2A. At least 75% of assessment respondents in each student-facing CILMAR program and project attain intercultural learning goals set by program leaders. These results will be reported up to OIRAE through TracDat.</p>
	<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. Katherine will monitor completion of backwards design for each of these programs and of implementation of assessment data collection in the fall.</p>	<p>2B. 100% of these faculty/staff CILMAR programs and projects plan and pilot an assessment. At least 50% of assessment respondents in each newly assessed program attain intercultural learning goals set by program leaders.</p>

### Goal 3

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

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
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. An initiative will be formally articulated, and evidence of collaboration with DDI will be noted.	3A. Formal announcement of the new initiative and at least three CILMAR staff members involved in the collaboration with DDI.
	3B. CILMAR will map out the overlap between its vision and mission and those of DDI colleagues.	3B. CILMAR and DDI colleagues will develop a visual organizer explaining and illustrating overlap as a record of their shared understanding.	3B. Visual organizer drafted and revised based on feedback.
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. Events, programs, presentations, workshops, and research projects co- led with DDI colleagues will be reported by CILMAR staff in the end of year Qualtrics survey.	3C. Four 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).
	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. Records of CILMAR staff meetings and team-attended events will reflect regular engagement with multicultural issues and perspectives.	3D. Six activities /discussions in staff meetings and 3 team-attended diversity-related events on campus in 2019.
	3E. CILMAR will strive to better support the efforts of DDI colleagues.	3E. DDI events, programs, presentations, workshops, and research projects individually attended will be reported by CILMAR staff in the end of year Qualtrics survey.	3E. Ten DDI events, programs, presentations, workshops, and research projects are individually attended or participated in on an elective basis, and 100% of CILMAR professional staff are involved at least once in that support.

## 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-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).	4A. Staff will report their productivity in the end-of-year Qualtrics survey. Annette will monitor and report on CILMAR productivity in creating new innovations.	4A. All CILMAR professional staff will create and share (e.g., on campus, at a conference, in the HubICL, etc.) at least three original intercultural pedagogical innovations and at least 1 scholarly report. In addition, CILMAR team efforts will exceed 35 innovations and 10 reports.
	4B. CILMAR will publicize the intercultural work of external partners.	4B. Annette will monitor and report on CILMAR's dissemination via social media of the intercultural innovations performed and produced by its partners.	4B. Social media posts will highlight partners' intercultural innovations at least once a 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. Annette will monitor and analyze the intercultural innovations being contributed to the HubICL, the number of partners producing these innovations, and the efforts of CILMAR staff to curate their work.	4C. At least 20 original intercultural innovations will be contributed to the HubICL by external partners. At least 10 separate stakeholders outside of CILMAR will be involved in these efforts. All CILMAR professional staff will curate on the HubICL (i.e., add an existing tool, curate a submission, create a collection) an average of 3 times a month.
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. Records produced by admin assistants of staff meetings, retreats, and other professional development will be compiled and analyzed.	4D. CILMAR staff 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.
	4E. CILMAR staff will engage in reflection about how to better represent and publicize the center in a variety of external contexts.	4E. Annette will monitor and report on reflections on ambassadorship during staff meetings.	4E. Analysis of reflections indicate that each staff member can articulate what good ambassadorship looks like in their role and can identify public relations opportunities.