CILMAR Annual Cycle of Assessment: 2022 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.

2022 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 2022 based on 2021 report completed by February 15, 2022
- Plan implementation and data collection throughout the year, with a midpoint milestone in the summer
- Annual cycle planning for 2023 based on 2022 report completed by February 15, 2023

Reporter Responsibilities

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

General On-Going Specialist Responsibilities

- Implement assessment plans with fidelity (Goal 1A) and support dosage and ripple effects analysis (Goal 1E)
- Collaborate with an external partner to embed DIB outcomes in program descriptions (Goal 2A), engage in group professional development opportunities and their action plans (Goal 2B), create a personal DIB professional development goal in Success Factors and share progress (Goal 2C), and build relationships with DIB liaisons (Goal 2D)
- Contribute to a scholarly report and a presentation (Goal 3A) and contribute to branding efforts via website updates, social media engagement, and HubICL contributions (Goal 3E)

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. CILMAR will leverage two mid-year working meetings and two internal written update opportunities to provide structure for staff in implementing assessment plans with fidelity and reaching intended learning outcomes in CILMAR programs.	1A. Katherine will collect assessment data from specialists at year's end in order to apply a rubric to our culture of assessment and to perform meta-analysis of program learning outcomes to determine if targets are met.	1A. 90% of CILMAR programs will demonstrate a "culture of evidence" on the Spurlock & Johnson rubric. 75% of program learning targets will be met.
	1B. CILMAR will collaborate with the Institutional Data Analysis + Assessment (IDA+A) office to lead a pilot of ELEVATE – an initiative to support assessment of embedded learning outcomes at the program of study/department level.	1B. Katherine will document the output of the ELEVATE pilot and collect relevant data from other CILMAR staff members on similar efforts across campus, including any curriculum mapping, new curriculum developed, and assessment planning and implementation.	1B. At least one new department will complete a program-level curriculum map, plan to embed additional intercultural learning, and create a large-scale assessment plan.
	1C. We will create and disseminate new modular ICL curriculum for use on campus via the Portable Intercultural Modules (PIM) program.	1C. Aletha will document the amount of new curriculum and usage analytics.	1C. PIM content will grow by 50%. PIM will be embedded in additional required courses on campus.
	1D. The Intercultural Pedagogy Grant (IPG) program will be revised to be more sustainable and efficient in staff labor demands.	1D. Dan will document improvements in curriculum (merging separate tracks) and the demand for one-on-one support for IPG participants.	1D. An increased focus on blended learning will be evident in the revised curriculum. 10% fewer workshops will be needed in IPG in 2022. 50% fewer individual make-up meetings will be required.
	1E. CILMAR will attempt to gauge more indirect and intangible impacts of our work (particularly outside of programs already measured).	1E. Aletha will lead staff and collaborate with IDA+A in experimenting with dosage reports and ripple effect mapping of our work.	1E. The target of this baselining effort is simply an initial analysis of dosage and ripple effects.

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Goal 2

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

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
2A. CILMAR's programs will clearly communicate the intersection of intercultural and diversity, inclusion and belongingness (DIB) disciplines and structures.	2A. CILMAR staff will collaborate with a DIB liaison to identify the DIB learning outcomes of each of our programs and will make those outcomes visible in CILMAR's website and other program documents (syllabi, calls, etc.).	2A. Annette will analyze the website content and Katherine will examine other program documents for the visibility of DIB learning outcomes authored by each program leader.	2A. On the CILMAR website and in one main descriptive document (syllabus, call, etc.), 100% of CILMAR programs will evince new language that has been co-generated in cooperation with external colleagues with DIB expertise.
2B,C. The CILMAR team will enact life-long learning, intentional application, and consistent engagement at intercultural-DIB intersections.	2B. CILMAR staff will regularly participate together in professional development activities related to DIB and to wellbeing. These activities will be consistently followed by intentional application.	2B. Danielle and Jodie will analyze records of staff meetings, SCRAP reports, and discussion forums in the HubICL and Teams to demonstrate professional development participation and applications.	2B. CILMAR staff will engage in group DIB development activities quarterly. Each of the events will be followed by documented group debriefing and action planning.
	2C. The CILMAR staff will formally document DIB personal development goals within Success Factors as part of the annual Performance Evaluation process and will regularly share via SCRAPs and staff meetings what they learn to support group development.	2C. Lan will add a planning and reflection sequence in SCRAPs and will organize a self-evaluation (open-ended survey or interviews or discussion, to be determined) to gauge staff's group outcomes.	2C. 100% of CILMAR staff identify and report progress on one area of personal growth. Evidence of positive group impact of personal development will emerge in the self-evaluation: each staff member will articulate something they shared with the group and something they learned from the group.
2D. CILMAR will be valued as a partner in fostering diversity, inclusion, and belongingness by colleagues on campus.	2D. CILMAR staff will undertake activities that build trust, demonstrate commitment to DIB initiatives on campus, amplify partners' messaging, and support structural (including curricular) changes.	2D. Moving to a qualitative approach in measuring support of DIB efforts, CILMAR staff will identify DIB colleagues willing to engage in our 360 Performance Evaluation process in 2023. Annette will provide social media analytics on DIB Purdue partner messages CILMAR amplifies.	2D. Each CILMAR staff will identify at least one (distinct) colleague to participate in the 360 for 2023. 25% of CILMAR's social media posts will be shares that amplify the voices of Purdue DIB colleagues, students and alumni from minoritized groups.

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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. Scholarly productivity of both CILMAR staff and those whose work we have supported will be highly visible.	3A. CILMAR staff will contribute to the production of innovative scholarship.	3A. Lan will track grants, publications, and presentations of CILMAR staff in an annual scholarly productivity list.	3A. Each CILMAR staff member will contribute to at least one scholarly report and make at least one presentation. CILMAR staff publications will exceed 10 total in 2022. CILMAR will submit one proposal for internal and one for external funding.
	3B. CILMAR will mentor and incentivize high quality scholarly productivity among external partners.	3B. Lan will use rubric to measure the quality (clarity and sufficiency) and impact (whether is published or presented) of output of the seed grant. Lan will measure output of the writing group with a rubric focused on scholarly contribution to ICL/DIB and quality of writing.	3B. 100% of seed grant output (video presentations) will be measured. 70% of videos will be above 4 points (out of 5). 60% of the reported output (e.g., abstract, proposal, paper) of writing group members will be measured. 70% of written reports will be above 4 points (out of 5).
3C,D. CILMAR will be a leader in providing professional development in ICL at Purdue and beyond.	3C. CILMAR will complete development of the HubICL Professional Development Zone (PDZ), increase the number of learning "blocks" offered therein, and increase PDZ traffic via a strategic marketing campaign.	3C. Annette will document completion of PDZ development, track number of "blocks" created for the PDZ, and HubICL usage analytics.	3C. The PDZ will be fully functional by summer. 35 blocks by 10 providers will be available by December 2022. At least 600 page hits in the HubICL PDZ will be documented.
	3D. CILMAR will offer a virtual professional development Step Up Zone institute in summer 2022 that provides intensive and advanced learning opportunities from high profile external faculty in a financially sustainable model.	3D. Annette will document success of the Step Up Zone 2022, including number of courses offered, number of participants engaging, profit margins, and feedback from learners and faculty.	3D. 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.

Expected Outcomes	Actions	Assessment Methods/Measures	Targets
3E,F. CILMAR will become a trusted source of accessible resources for use at Purdue and beyond.	3E. CILMAR's web presence will provide access to information, teaching tools, and other resources to a larger and more diverse audience.	3E. Annette will analyze HubICL, website, and social media analytics for traffic and source of referral.	3E. In 2022, number of page hits on the HubICL and the CILMAR website will increase. Engagement on social media sites will increase. Sources of referral will broaden to indicate more reach globally and across sectors. 70% of individual goals for CILMAR staff member contributions to the HubICL will be met.
	3F. CILMAR staff, in cooperation with external collaborators and media production units, will create ICL coursework accessible at Purdue via BrightSpace and beyond by institutional licensing.	3F. Dan will document GLUE completion and usage on campus and beyond.	3F. A 3 credit course version of GLUE will be complete in BrightSpace (if not fully piloted). GLUE will be deployed on campus outside of CILMAR's SAIL and VEIL programs. GLUE will be deployed in at least one other institution.