

EMMAUS BIBLE COLLEGE
Academic Program Review

Department: Intercultural Studies (ICS)

Chair: Joel Hernandez

Faculty Members: Joel Hernandez, Frank Jabini, Yi Young Yuk

Date Submitted: November 1, 2018

Program alignment with college mission, vision, strategic plan:

The ICS program seeks to align its mission, learning outcomes, academic elements, and ethos with the college:

- **Mission.** The mission of the College is “to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions and communities.” ICS understands its role within this mission by adding the word *cross-cultural* to the phrase “faithful and effective [cross-cultural] service.” ICS plays a critical role in the deployment of learners who impact the world, by shaping the cross-cultural dimension of their formation.
- **Vision.** The College’s vision is to be “flourishing, relevant, and accessible as a trusted name for transformational learning rooted in biblical truth.” The role of ICS is found in the concept of transformational learning. ICS seeks to transform learners’ knowledge, character, and disposition so as to become agents of worldview transformation across cultures.
- **Strategic plan.** Emmaus’ strategic plan is built around four strategic themes: to be valued, accessible, responsive, and flourishing. These four elements define the ICS program’s parameters in its program assessment, shaping programs and curriculum, strategic partnerships, and service to constituencies.

Program distinctives or recognitions of quality:

(Please include one or more paragraphs highlighting biblical integration, meaningful relationships, and spiritual growth.)

Our program distinctives include:

- **A robust field experience.** Our teachers’ strong academic credentials are backed by years of combined cross-cultural experience that includes missionary work, evangelism, discipleship, church planting, Bible translation, leadership training, language teaching, and more.
- **College diversity.** ICS brings together an international faculty that both aligns with and enriches the experience of Emmaus’ *biblical diversity* core value. Currently we are blessed with faculty members from Brazil, Mexico, South Korea, and Suriname.
- **Students cross cultures in the classroom.** Because ICS teachers were born and raised abroad, they bring a cultural-outsider’s perspective to the classroom. Our students’ cross-cultural experience, therefore, begins in the classroom.
- **A solid biblical foundation.** Whereas the average mission board requires 30 credits of Bible, the ICS major requires 45 credits of Bible and Theology.
- **An overseas internship.** All ICS majors fulfill a semester abroad studying the culture, learning the language, getting involved in ministry, and being mentored by experts in their field.
- **Personal mentoring.** The ICS faculty is committed to transformation; those who transform others should themselves experience transformation. Therefore, during a student’s formation, their academic, spiritual, character, and social dimensions are intentionally cultivated through mentoring relationships.

Our program recognitions include:

- **Service to constituency.** The ICS faculty are sought-after as experts in their field. They are invited to speak at [mission conferences](#), they are involved in the [training](#) and counseling of missionaries, and they form part of governing bodies of organizations that focus on missions ([CMML](#), [Emmaus International](#), [IBCM](#), [IBCM Hispano](#)).
- **External validation.** The ICS faculty are recognized for the quality of their contributions. They contribute articles for publication. Frank has published several articles on major publications. Recently Frank and a professor of Intercultural Studies at Moody Bible Institute exchanged course syllabi for their mutual course improvement.
- **Internal validation.** Internship Mentors occasionally praise ICS faculty on the quality of our interns. Also, in the midst of pursuing further training through a mission board or ending up directly on the field, our graduates provide feedback on the high quality of our program.

Program alignment with “Emmaus Experience”:

(Please include one or more paragraphs highlighting biblical integration, meaningful relationships, and spiritual growth.)

- All ICS courses integrate biblical content
- ICS faculty consider every advising relationship as a mentoring relationship
- ICS plans events that foster relationship among students, and between faculty and students
- The ICS internship includes elements aimed at shaping character and spiritual growth

Program mission statement:

To equip students to become agents of cross-cultural worldview transformation.

Accomplishment of program mission:

(Please include a brief description of the degree to which or ways in which the department has achieved its stated mission.)

Our graduates come to understand the heart of the ICS program mission in such a way that they embody it as they serve in ministry or non-ministry vocations. Those who go on to serve in a mission context become leaders of ministries, members of ministry teams, or ministry-focused individuals whose intercultural insight and skill is highly valued. Those that devote themselves to a non-ministry vocation do so with a rich insight into culture that informs their professional service with a global perspective.

Program Learning Outcomes:

1. **Cross-cultural Adjustment:** Students will demonstrate the ability to adjust successfully to a foreign culture by: overcoming culture shock, making measurable progress in learning a foreign language, bonding with foreign nationals, and adjusting to life and ministry abroad.
2. **Cross-cultural Communication:** Students will demonstrate the ability to communicate successfully the Gospel cross-culturally by understanding cultural and religious contexts, performing ethnographic cultural research, synthesizing ethnographic research into a worldview, evangelize and disciple cross-culturally, and producing a contextualized Gospel message.
3. **Cross-cultural Leadership:** Students will demonstrate the ability to lead cross-culturally by: applying New Testament Church principals to Christian communities, evaluating controversial

missiological issues and formulating their personal stance, demonstrating servant leadership and solving problems inherent in cross-cultural situations

Summary of Learning Outcomes Assessment findings over the past five years:

(Information taken from Weave Achievement Summary)

# Targets: 3	2013	2014	2015	2016	2017
Met	2	1	2	2	1
Partially Met	1	1	1	1	2
Not Met					

Changes to Learning Outcomes, Assessment Plans, or Curriculum over the last five years:

(Based on the findings above, describe changes that were made to curriculum and instruction or to the LOA plan over the past five years.)

- LOA data helped us conclude that one of our measures contained a bias that countered our learning outcomes. After isolating the bias, we were able to research, test, and implement a new measure (CQ Assessment) that more objectively aligns with our ICS learning outcomes.
- The CQ Assessment measures subject matters that were previously not (or insufficiently) addressed in our courses. Upon review of these subjects, we have begun adding them into our instructional material.
- Data regarding our Learning Outcome Cross-Cultural Leadership helped us identify areas of deficiency that led us to add a new course in Cross-Cultural Leadership, as well as to launch an Action Plan to evaluate and adjust the measure.
- A global review of our Assessment Plan led the department to reallocate courses within the ICS major planner with a view to improve the cumulative effect of knowledge.
- Senior Focus Groups led us to conclude that preparation for student internships was insufficient. In collaboration with the mission organization Christian Missions in Many Lands, we launched the ICS Internship Seminar, a 3-day orientation for ICS sophomores held yearly at CMML headquarters.

Benchmarking:

(Please include one or more paragraphs that demonstrate a curricular review that makes comparison to programs at other institutions OR demonstrate achievement of external credentialing by an appropriate accrediting body.)

- During our 2016 restructuring of the ICS major and minor planners, our department consulted comparable programs, including those of Colombia International University, Cook School of Intercultural Studies (Biola), and Moody Bible Institute.
- In the spring of 2016 ICS added the course Cross-Cultural Leadership. Since the subject material was unfamiliar to us, and to gain perspective on the literature on this subject, the chair of the department took a master’s level Cross-Cultural Leadership course from Biola.

Enrollment and Graduate History:

(Please choose one or both of these methods for tracking graduation rates within your program.)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Program Enrollment	15	10	20	22	22	17
	2011	2012	2013	2014	2015	2016
Graduates <i>(Include May, September and December Conferrals)</i>	Awaiting report from Registrar					

Entering Fall Cohort 2009	19	Exit Spring 2013	7
Entering Fall Cohort 2010	16	Exit Spring 2014	2
Entering Fall Cohort 2011	15	Exit Spring 2015	1
Entering Fall Cohort 2012	10	Exit Spring 2016	4
Entering Fall Cohort 2013	20	Exit Spring 2017	7

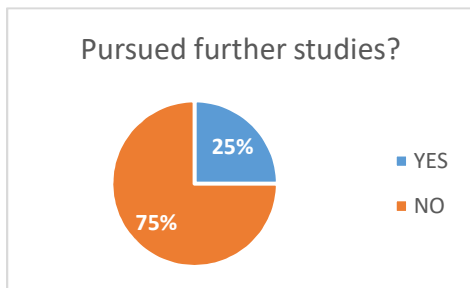
Graduate Placement Data:

(Departments may determine how best to report this data, including details on career and ministry placement and/or graduate school placement. Information should be provided by alumni survey.)

ICS Graduate Placement Survey

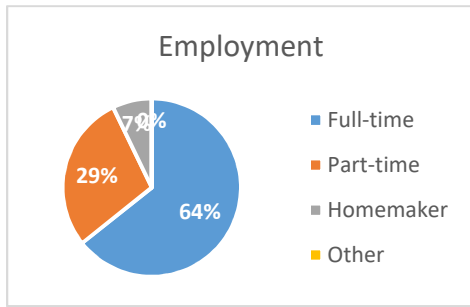
In the fall of 2018 our program conducted a survey of the 2011-2017 ICS graduates. Eleven students responded, who graduated as follows:

Year	Respondents
2013	1
2014	1
2015	1
2016	4
2017	5



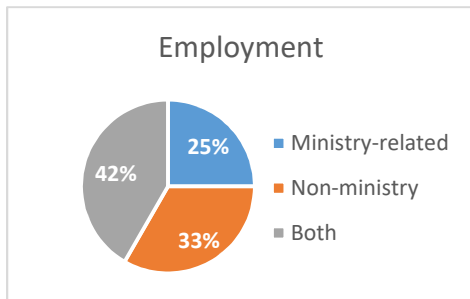
Graduate studies

25% of our graduates have gone on to pursue further studies after Emmaus, while 75% have not.



Employment

Since graduation, 64% of ICS graduates have had a full time job, 29% have had a part time job. The data shows that all who listed experiencing a part-time job also selected a full-time job, indicating that their work experience has included both kinds. One student classified their employment as “Homemaker.”



Ministry vs non-ministry vocations

67% of ICS graduates report having ministry-related employment, while 33% have held non-ministry jobs. 42% of respondents indicated having both ministry and non-ministry jobs.

Faculty Demographics

	2011	2012	2013	2014	2015	2016
Full	2	2	1	2	2	2
Adjunct	0	0	3	1	1	1
Faculty FTE	2	2	2	2.75	2.5	2.75

Student/faculty Ratio:

	2011	2012	2013	2014	2015	2016
Student FTE/ Faculty FTE	<i>Awaiting instructions from Assessment Chair</i>					

Revenue and expense per student and revenue to expense ratio

	2011	2012	2013	2014	2015	2016
Revenue per student	<i>Awaiting report from Business Office</i>					
Expense per student						
Revenue/Expense						

Student Satisfaction with Program:

(Departments may determine how best to report this data, which may include alumni and employer survey data, SSI data, and/or information collected from program exit interviews)

Student Satisfaction Inventory

The 2017 Ruffalo Noel Levitz assessment (SSI) provided feedback about the ICS program. The Instructional Effectiveness section of the report showed two areas of concern (flagged), and three areas of strength (starred):

Scale / Item	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap
Campus Life	6.18	5.11 / 1.22	1.07	6.22	4.70 / 1.30	1.52
Safety and Security	5.83	5.06 / 1.18	0.77	5.95	4.74 / 0.70	1.21
Campus Climate	6.17	5.48 / 1.11	0.69	6.28	5.34 / 0.86	0.94
Instructional Effectiveness	6.33	5.72 / 0.95	0.61	6.40	5.61 / 0.51	0.79
14. Faculty are fair and unbiased in their treatment of individual students.	6.52	5.28 / 1.59	1.24	6.80	4.90 / 1.37	1.90
32. Faculty provide timely feedback about my academic progress.	6.27	5.24 / 1.47	1.03	6.60	5.50 / 1.08	1.10
17. There are sufficient courses within my program of study available each term.	6.40	5.74 / 1.24	0.66	6.30	5.30 / 0.48	1.00
96. The quality of instruction I receive in most of my classes is excellent.	6.59	5.99 / 1.28	0.60	6.70	5.80 / 1.23	0.90
4. The content of the courses within my major is valuable.	6.68	6.08 / 1.17	0.60	6.80	6.22 / 0.67	0.58
40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail)	6.43	6.18 / 1.11	0.25	6.60	6.20 / 1.32	0.40
29. Faculty use a variety of technology and media in the classroom.	5.39	5.49 / 1.36	-0.10	5.00	5.40 / 1.07	-0.40

The report shows that, in comparison to the rest of the Emmaus student body, ICS students consider that

- faculty treatment of individuals is more important, but are less satisfied
- faculty feedback of student academic progress is more important, and are slightly more satisfied
- the quality of instruction they receive is more important, but are slightly less satisfied
- the value of course content in their major is more important, and are more satisfied
- that faculty availability outside of class is more important, and are nearly equally satisfied.

The Academic Advising Effectiveness section of the SSI report showed two areas of strength (starred):

Scale / Item	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap
Campus Life	6.18	5.11 / 1.22	1.07	6.22	4.70 / 1.30	1.52
Safety and Security	5.83	5.06 / 1.18	0.77	5.95	4.74 / 0.70	1.21
Campus Climate	6.17	5.48 / 1.11	0.69	6.28	5.34 / 0.86	0.94
Instructional Effectiveness	6.33	5.72 / 0.95	0.61	6.40	5.61 / 0.51	0.79
Registration Effectiveness	6.06	5.74 / 1.03	0.32	6.13	5.45 / 0.81	0.68
Student Centeredness	6.24	5.65 / 1.09	0.59	6.18	5.75 / 0.58	0.43
Campus Services	5.85	5.67 / 0.99	0.28	5.81	5.46 / 0.70	0.35
Academic Advising Effectiveness	6.12	5.77 / 0.99	0.35	6.23	5.90 / 0.75	0.33
36. I receive ongoing feedback about progress toward my academic goals.	5.99	5.05 / 1.45	0.93	5.90	4.90 / 1.52	1.00
16. My academic advisor is available when I need help.	6.16	6.13 / 1.19	0.03	6.44	6.30 / 0.82	0.14
10. My academic advisor helps me set goals to work toward.	5.92	5.73 / 1.38	0.19	6.30	6.20 / 1.03	0.10
21. My academic advisor is knowledgeable about requirements in my major.	6.41	6.15 / 1.29	0.26	6.30	6.20 / 1.03	0.10

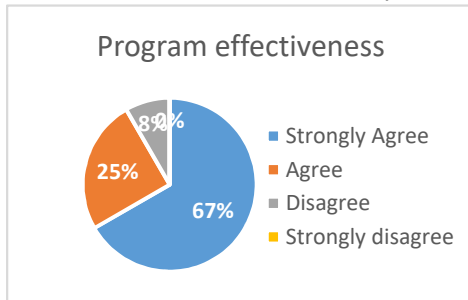
This report shows that, in comparison to the rest of the Emmaus student body, ICS students consider that

- their academic advisor’s availability is more important, and are more satisfied
- their academic advisor’s knowledge about program requirements is less important, and are more satisfied

Overall, the SSI reveals the following about the ICS program specifically:

- students regard the function of their advisor as a strength
- students regard content of their ICS major courses as a strength
- students consider the number of courses within their major per term neither a strength or a weakness

ICS Graduate Placement Survey



The ICS Graduate Placement Survey, sent to 2011-2017 ICS graduates, was also used to determine program effectiveness. We asked graduates to respond to the statement *My ICS major prepared me for the work I do/have done*. 92% of respondents reported agreement or strong agreement, 8% reported disagreement, and none reported strong disagreement. Those who expressed disagreement listed working in a field that does not correspond to their major as the reason.

Course Evaluations

Course evaluations at the end of each semester consistently report high marks on the quality of instruction and the quality of teacher-student interaction.

Emmaus Bible College

Detailed Assessment Report

As of: 10/31/2018 02:28 PM CDT

2013-2017 BS Intercultural Studies

(Includes those Action Plans with Budget Amounts marked
One-Time, Recurring, No Request.)

Mission / Purpose

To equip students to become agents of cross-cultural worldview transformation.

We believe that the goal of every Christian is to glorify God through a life of joyful allegiance to Jesus Christ. His desire is that his followers proclaim Him, inviting all to this allegiance. His final words on earth to his followers, commonly known as the Great Commission, were:

"All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age." Matthew 28:18-20, (ESV).

We believe that the product of the Great Commission is transformation. Individuals and societies are transformed by God as they embrace Christ, His message, and His values. This transformation runs deep because it affects the deep-level assumptions of a culture, called the worldview.

In order to effect this transformation, a person must be able to adjust cross-culturally to living in a foreign culture, communicate the Gospel in ways that are understood, and lead cross-culturally in a Christlike way that is characterized by love and service.

We believe ordinary people can become agents of worldview transformation, and so equip students for cross-cultural adjustment, cross-cultural communication, and cross-cultural leadership.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Cross-cultural Adjustment

Students will demonstrate the ability to adjust successfully to a foreign culture by: **overcoming** culture shock, **making measurable progress** in learning a foreign language, **bonding** with foreign nationals, and **adjusting** to life and ministry abroad.

Relevant Associations:

General Education/Core Curriculum Associations:

2.5 Evidence growth in Christian character and lifestyle.

Related Measures:

M 4:CQ Assessment

The CQ Assessment measures an individual's capability, or *cultural IQ*, for working and relating across cultures. The tool compares student results with worldwide norms, helps them interpret the feedback, and guides them through the process of creating a personal CQ Development Plan.

The tool consists of two parts. The first one measures four capabilities: CQ Drive, CQ Knowledge, CQ Strategy, and CQ Action. CQ Drive measures intrinsic interest, extrinsic interest, and self-efficacy. CQ Knowledge measures knowledge of diversity about business/legal systems, values and norms, socio-linguistic norms, and leadership. CQ Strategy measures cross-cultural strategizing, awareness, and dealing with cultural assumptions. CQ Action measures the ability to modify communication, including verbal and non-verbal behavior. The second part of the CQ Assessment measures seven cultural values expressed in pairs: individualism vs. collectivism, low vs. high power distance, low vs. high uncertainty avoidance, cooperativeness vs. competitiveness, short-term vs. long-term outcome approach, low- vs. high-context communication, and being vs. doing.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:

Students take the CQ Assessment in April of their freshman and senior years. The goal of this tool is to help students identify strengths and developmental opportunities for functioning effectively in cross-cultural settings, and track their formative/summative progress. Results are expressed as a percentage that spans three categories: Low, Moderate, and High. Outcome 1 of the ICS Program aims at students' cross-cultural adaptation, and such competency encompasses a subset of skills measured by the CQ Assessment. Therefore, a student who achieves 51% or above of Moderate results demonstrates acceptable proficiency in cross-cultural adjustment.

Note that for each of the four capabilities measured, low moderate and high results are defined uniquely, so that "51% of Moderate or above" corresponds to a different percentage for each of the four capabilities. Here then is the same target expression translated for each capability:

- CQ Drive = 77% or above
- CQ Knowledge = 54% or above
- CQ Strategy = 67% or above
- CQ Action = 66% or above

Findings (2017-2018) - Target: Partially Met

Five upperclass students completed the CQ Assessment, with following results:

	S1	S2	S3	S4	S5	Average	Target
CQ Drive	71	76	84	74	89	78.8	77+
CQ Knowledge	62	50	69	34	60	55.0	54+

CQ Strategy	67	76	91	71	58	72.6	67+
CQ Action	63	45	93	72	51	64.8	66+

Here are the findings:

- CQ Drive - 2 students met the target, 3 did not.
- CQ Knowledge - 3 students met the target, 2 did not.
- CQ Strategy - 4 students met the target, 1 did not.
- CQ Action - 2 students met the target, 3 did not.

Further observations about this data:

- Only one student met the target in all four capabilities
- No student failed to meet the target in all four capabilities
- The most underperformed capabilities are CQ Drive and CQ Action (3 did not meet the target)
- Students met the target most frequently in CQ Strategy (4 met the target)

Related Action Plans (by Established cycle, then alpha):

Implement CQ Self-Assessment

Implement CQ Self-Assessment tool, monitor for several cycles, and review its suitability to measure cross-cultural adjustment.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: CQ Assessment | **Outcome/Objective:** Cross-cultural Adjustment

Projected Completion Date: 08/31/2018

Responsible Person/Group: Joel Hernandez

Additional Resources Requested: 1) Approved self-assessment proctor 2) Access to CQ Self-Assessment Reports

Implementation Notes:

9/3/2018 Fall 2018: This cycle we were able to obtain individual results. As expected, individual results were able to provide a level of granularity that was critical to better understand the gaps in achievement, as well as the potential value of the ICS Internship experience in developing the capabilities assessed.

Get certified to administer the CQ Assessment

For the last two years ICS has depended on the graciousness of a certified individual who administered the CQ Assessment in person one year, and via Skype the next. With the availability of this individual

increasingly curtailed, we are looking to become certified in-house. We need Level-1 Certification.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: CQ Assessment | **Outcome/Objective:** Cross-cultural Adjustment

Implementation Description: The need for implementation is immediate, but can be delayed until April 1 2020 at the latest.

Projected Completion Date: 04/01/2020

Responsible Person/Group: Joel Hernandez

Additional Resources Requested: Funds to attend the next possible training event in Chicago, summer 2019. I am requesting \$1,600 (1,500 training program fee, plus \$100 travel expenses).

Budget Amount Requested: \$1,600.00 (one time)

SLO 2: Cross-cultural Communication

Students will demonstrate the ability to **communicate** successfully the Gospel cross-culturally by: **understanding** cultural and religious contexts, **performing** ethnographic cultural research, **synthesizing** ethnographic research into a worldview, **evangelize** and **disciple** cross-culturally, and **producing** a contextualized Gospel message.

Connected Document

- *Contextualization Project Skills Set*

Relevant Associations:

General Education/Core Curriculum Associations:

- 1.3 Use current technology for educational and work-related purposes.
- 1.4 Compose and deliver speeches which clearly and effectively communicate the intended message.
- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.4 Evidence an ability to defend biblical truth and the Christian faith.

Related Measures:

M 2: Contextualization Project

The Contextualization Project is intended to be a useful field product; a tool that communicates the gospel in a clear, relevant way to people of the cultural context selected by the student. The project is a capstone assignment; an application of a cumulative set of basic skills developed throughout the student's formation in the Intercultural Studies major and over the span of seven courses: Missions and Evangelism 1, Missions and Evangelism 2, Comparative Religions, Missionary Life and Work, Cultural Anthropology, Cross-cultural Internship, and Cross-cultural

Communication.

The aim of Outcome 2 is that students *communicate cross-culturally*. This is the very objective of the Contextualization Project. Therefore, a student who produces the tool demonstrates acceptable proficiency in cross-cultural communication.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

- *Contextualization Project Rubric*

Target:

The student will score 80% or higher on the Contextualization Project paper in the Cross-Cultural Communication course (ICS 330).

Findings (2017-2018) - Target: Met

With the implementation of Schoology online platform this year, the rubric for this assignment changed its point system from 100/100 to 28/28. The 80% target for this measure translates to 22.4/28 points in the Schoology rubric. Six students completed the Contextualization Project, with the following results:

	S1	S2	S3	S4	S5	S6	Class Average
Student grade	27.5	24	28	27.5	27.5	27.5	27

All students met the target.

SLO 3: Cross-cultural Leadership

Students will demonstrate the ability to lead cross-culturally by: **applying** New Testament Church principals to Christian communities, **evaluating** controversial missiological issues and **formulating** their personal stance, **demonstrating** servant leadership and **solving** problems inherent in cross-cultural situations.

Relevant Associations:

General Education/Core Curriculum Associations:

- 1.1 Write effectively with precision and detail to communicate the intended message.
- 1.4 Compose and deliver speeches which clearly and effectively communicate the intended message.
- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.1 Evidence a comprehensive knowledge of the content of the Bible.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.3 Evidence an ability to interpret the Bible accurately.
- 2.4 Evidence an ability to defend biblical truth and the Christian faith.
- 2.5 Evidence growth in Christian character and lifestyle.

Related Measures:

M 3: Mentor's Evaluation of Intern

At the end the semester-long overseas internship, an ICS student is evaluated by his or her mentor using a tool embedded in the Internship Guidelines. Mentors evaluate seven traits per each of three categories: cross-cultural adjustment, cross-cultural communication, and cross-cultural leadership. Mentors choose a number on a scale from 1 (low) to 4 (high), or mark "U" for traits that were unobserved. They are provided with a space to add prose on any item(s) worth noting.

Elements of cross-cultural leadership can be taught in the classroom and practiced beyond it. The internship, however, provides the appropriate cross-cultural environment to observe and gauge patterns under stress and with variable conditions. In order to achieve the department mission of the program (*to become an agent of worldview transformation*), a student must possess basic elements of cross-cultural leadership skills. The student is deemed to possess such elements, and therefore to meet this outcome, when he/she achieves an average score of 3 or above on this portion of the evaluation.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

- *Mentor's Evaluation of Intern*

Target:

The student will achieve an average score of 3 or above on the Cross-Cultural Leadership portion of the Mentor's Evaluation of Intern in the Internship Guidelines, a requirement of the course Cross-Cultural Internship (ICS 422).

Findings (2017-2018) - Target: Partially Met

Two students presented the Cross-cultural Leadership evaluation, with following results:

	S1	S2	Item Average
Subordination	4	4	3.3
Initiative	4	2	3.0
Self-discipline	4	3	2.7
Personal Autonomy	4	2	3.0
Teamwork	4	U	3.3
Conflict handling	U	U	3.0
Critical Thinking	4	U	3.3
Individual Average	4.0	2.8	3.1

One student met the outcome, two did not.

Note: "U" stands for "Unobserved", which a mentor selects when such skill was not observed, and therefore not evaluated.

Related Action Plans (by Established cycle, then alpha):

Improve cross-cultural leadership skills development

Our department continues to only partially meet the cross-cultural leadership measure. Our plan to improve results in this Learning Outcome is the following:

1. Reassess the elements of cross-cultural leadership. Are the ones we are assessing the right ones? Does the literature on cross-cultural leadership evidence this?
2. Once adjusting the list of elements of cross-cultural leadership, Integrate them into the ICS curriculum.
3. Continue to monitor results for 4 cycles, and reevaluate.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Mentor's Evaluation of Intern | **Outcome/Objective:** Cross-cultural Leadership

Implementation Description: Consider this Action Plan at the ICS Departmental meeting. Complete Action Plan point #1 by the next major revision of the Internship Guidelines, April 2019.

Projected Completion Date: 08/31/2022

Responsible Person/Group: Joel Hernandez

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement CQ Self-Assessment

Implement CQ Self-Assessment tool, monitor for several cycles, and review its suitability to measure cross-cultural adjustment.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: CQ Assessment | **Outcome/Objective:** Cross-cultural Adjustment

Projected Completion Date: 08/31/2018

Responsible Person/Group: Joel Hernandez

Additional Resources Requested: 1) Approved self-assessment proctor 2) Access to CQ Self-Assessment Reports

Implementation Notes:

9/3/2018 Fall 2018: This cycle we were able to obtain individual results. As expected, individual results were able to provide a level of granularity that was critical to better understand the gaps in achievement, as well as the potential value of the ICS Internship experience in developing the capabilities assessed.

Get certified to administer the CQ Assessment

For the last two years ICS has depended on the graciousness of a certified individual who administered the CQ Assessment in person one year, and via Skype the next. With the availability of this individual increasingly curtailed, we are looking to become certified in-house. We need Level-1 Certification.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: CQ Assessment | **Outcome/Objective:** Cross-cultural Adjustment

Implementation Description: The need for implementation is immediate, but can be delayed until April 1 2020 at the latest.

Projected Completion Date: 04/01/2020

Responsible Person/Group: Joel Hernandez

Additional Resources Requested: Funds to attend the next possible training event in Chicago, summer 2019. I am requesting \$1,600 (1,500 training program fee, plus \$100 travel expenses).

Budget Amount Requested: \$1,600.00 (one time)

Improve cross-cultural leadership skills development

Our department continues to only partially meet the cross-cultural leadership measure. Our plan to improve results in this Learning Outcome is the following:

1. Reassess the elements of cross-cultural leadership. Are the ones we are assessing the right ones? Does the literature on cross-cultural leadership evidence this?
2. Once adjusting the list of elements of cross-cultural leadership, Integrate them into the ICS curriculum.
3. Continue to monitor results for 4 cycles, and reevaluate.

Established in Cycle: 2017-2018

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Mentor's Evaluation of Intern | **Outcome/Objective:** Cross-cultural Leadership

Implementation Description: Consider this Action Plan at the ICS Departmental meeting. Complete Action Plan point #1 by the next major revision of the Internship Guidelines, April 2019.

Projected Completion Date: 08/31/2022

Responsible Person/Group: Joel Hernandez

Analysis Questions and Analysis Answers

How well did your achievement of your targets this year match your expectations?

CQ Assessment--This is the second year we administer the CQ Assessment. As we are still in the Information Gathering phase of this tool, we have not yet begun implementing the implications of the findings. Still, given that the data analyzes seniors in the program who have spent three or four years being shaped by our instruction, our expectation was that most students would meet target. Such was not the case. There's a bright spot in the findings. The student who substantially met the target in all four capabilities was the only student to complete this assessment post-internship. Though admittedly the data is limited, this may point to the significant value of the ICS internship to develop the capabilities assessed.

Cross-cultural Leadership--We continue to receive "Unobserved" remarks in intern evaluations. These could be explained by the brevity of the internship experience (10-12 weeks) and therefore the absence of data to grade a disposition, or it could mean something different. Though an argument could be made that low scores are correlated to pre-existing traits such as a student's personality, there's certainly more that the ICS Program can and should do to encourage and develop the traits in students.

Review the achievement targets which were marked "Partially Met" or "Not Met".

Describe how you intend to address those issues over the next year.

Cross-cultural Adjustment--Continue to gather CQ Assessment findings for two more cycles, separating the them by pre-internship and post-internship respondents.

Cross-cultural Leadership--Follow an Action Plan to improve the curricular development of cross-cultural leadership.

Describe a major accomplishment as it relates to your department's assessment plan.

The major accomplishment was the Department's conclusion regarding the value of a summative and formative assessment to measure the program's effectiveness, a decision to continue to do so.

Based on Achievement Summary and Analysis, what (if any) changes need to be made to your department's assessment plan for the next academic year?

This coming year the following should take place:

1. Integrate the elements of CQ Capabilities and Cross-cultural Leadership skills into the descriptive portion of the ICS Assessment Outcomes.
2. Launch a comparative study that considers the elements included in each of the four CQ Capabilities and the Mentor's evaluation of Intern as they relate to skills already taught in the courses in the ICS Program. The report should indicate the following:
 - Elements of that are represented in course-level outcomes
 - Elements that are not represented in course-level outcomes, but nevertheless are addressed in the course
 - Elements that are not represented in course-level outcomes nor addressed in the course
3. Analyze the report and consider updating course outcomes.

Annual Report Section Responses

What changes or improvements need to be made to help your department reach its goals?

We need the following: 1) Integrate CQ Assessment capabilities into the ICS Assessment plan, 2) follow through such integration to the course-outcome level and 3) end our outside dependence on CQ certification, and bring it in-house.

If additional resources (personnel, space, resources, curriculum, professional development, etc.) are required to make those changes, identify the amount and type of resources. List these items in order of highest to lowest priority.

Have the Department Chair become certified with CQ Level 1 Certification.

From the list above, identify the highest priority items and explain why they are necessary.

The one item in the list is the highest priority. We need in-house CQ Certification Level 1 in order to administer the test, as the availability of outside help continues to be curtailed.