Core Requirement 2.12  The institution has developed an acceptable Quality Enhancement Plan (QEP)

**QEP Title:**  Internationalizing the Curriculum—Improving Learning Through International Education: Preparing Students for Success in a Global Society

**QEP Goal:**  Motlow State Community College (MSCC) will improve student learning through culturally diverse perspectives to prepare students for success in a global society.

**Brief Description:**  MSCC will incorporate international education into the existing curriculum through the infusion of course-specific international/cross-cultural content in identified existing courses.

**Recommendation 1:**  The Committee recommends that the institution refine the Student Learning Outcomes in clear and measurable terms, tying each objective to identifiable internal and external measures of assessment.

**Excerpts from the On-Site Committee report Narrative**

- The Committee finds that the institution has not established direct links between the QEP goal, selected courses, objectives, and student learning outcomes to be measured...
- A lack of focus in the development of internal measures (i.e., pre and post tests) to ensure consistent measures of learning outcomes
- The institution needs to…select at least two external assessment instruments
- …no specific courses for globalization have been identified in the plan.
**Institution’s Response**

In order to clarify and define the International Education Student Learning Outcomes in more clearly measurable terms, the college reviewed and revised its original outcomes in accordance with Bloom’s Taxonomy and tied the assessment measures (2 internal measures and 2 external measures) to the level of learning specified in the outcomes for identified courses.

**Revised Objectives and Student Learning Outcomes**

**Objective 1:** Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.

**Student Learning Outcomes (Knowledge)**

1a. Students will increase their knowledge of cultures in the world around them.

1b. Students will recognize the role that differing cultural perspectives play in shaping world events.

**Objective 2:** Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.

**Student Learning Outcomes (Comprehension)**

2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.

2b. Students will describe how the course-related international content impacts their own occupational/professional development.
Objective 3: Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.

Student Learning Outcomes (Application)

3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.

Assessment Design and Measures

A quasi-experimental design with experimental and yoked-control group and multiple measures of assessment will be used to assess the attainment of the International Education Student Learning Outcomes (IESLOs). In Year 1 (2007-2008), three courses have been identified for infusion of international modules:

- PSY 1310 General Psychology I
- HIST 2020 U.S. History II
- ECON 2010 Principles of Economics I

One course section taught by the instructor for each of these three identified courses will be designated as the Experimental Class and another section of the same class taught by the same instructor will serve as the Control Class. The Control Class will be taught in accordance with the pre-QEP course syllabus. Learning outcomes for each of the three paired classes will then be compared.
I. Course-level, Internal (i.e., institutionally developed) Assessment Measures:

1. Pre- and post-test measure

MSCC has a well-established practice of using pre- and post-tests for assessing student learning outcomes and making adjustments in instruction to improve student learning that are based on the use of assessment results. An existing schedule for assessing all General Education courses is routinely followed each academic year to assess course-specific student learning outcomes. The results of these ongoing institutional assessments are compiled, analyzed, and archived by the Director of Institutional Research, Planning, and Effectiveness. As courses in the General Education curriculum, the three courses identified above for infusion of an international module (i.e., “internationalized”) are currently routinely assessed using either a pre-post test or embedded assessment approach. For the sections of the above referenced courses that have been selected to be internationalized (that is, to have the infusion of an institution-approved international module), the instructor of the internationalized section will construct an appropriate pre-post test based upon the instructional content of the international module. The nature of the module largely determines the item content of the instructor-developed pre-post test. The pre-post tests for all the internationalized course sections shall be identical in format, though their item content will necessarily differ due to content of the international module. The pre- and post-test items will embody face and construct validity and will be congruent with the levels of learning specified in the IESLOs (i.e., knowledge, comprehension, and application).

The instructor will administer the pre-test in each Experimental Class (i.e., the class in which the international module will be infused) before infusion of the international
module and will subsequently administer the post-test (which is identical to the pre-test) at the conclusion of the international module. The pre- and post-test will be administered in the Control Class at the beginning and the end of the same semester. The instructor will conduct an item analysis of the pre- and post-test results for both the Experimental and Control Classes to determine the incremental gain in the specified IESLOs. A statistical comparison (t-test) between the Experimental and Control Classes will support empirically the improvement in scores that may be attributable to the student learning resulting from the infusion of the international module.

2. **Course-embedded Qualitative Measure**

A written or oral assignment will be required of students in each of the Experimental and Control Classes. The assignment criteria and the grading rubric will be developed by the course instructor with the collaboration and approval of the International Education Committee established by the QEP. The qualitative assessment measure will also incorporate the three levels of learning articulated in the IESLOs (i.e., knowledge, comprehension, and application). A statistical test that is appropriate for nominal data (Chi Square) will be used to determine the statistical difference in the results achieved by the Experimental and Control Classes.

Example: PSY 1310 General Psychology I (Fall 2008)

- Instructor adapts or developed international module and obtains approval for its infusion according to policy and procedure established in the QEP
Instructor identifies one section of PSY 1310 for infusion of an international module (Experimental Class) and one section of this course to be taught according to established course syllabus (Control Class)

- Instructor develops pre-and post-test according to IESLOs
- Instructor develops qualitative assessment measure (written or oral assignment) according to IESLOs and appropriate grading rubric
- Instructor teaches both courses, infusing the international module into the Experimental Class
- Pre-and post-test is administered to both the Experimental Class and the Control Class according to schedule. Statistical analysis is performed on the results.
- Qualitative assessment measure is administered to both the Experimental and the Control Classes. Statistical analysis is performed on the results.
- Results of both quantitative and qualitative assessments are reported to the Coordinator of Internal Education and the Director of Institutional Research, Planning, and Effectiveness.

II. Institution-wide External Assessment Measures

1. Community College Survey of Student Engagement (CCSSE)

The CCSSE is a proprietary instrument authored and administered by the College of Education at the University of Texas at Austin. The CCSSE, a respected and widely used instrument, provides information about effective educational practices in community colleges and as such assists in the improvement in student learning and persistence. MSCC began using the CCSSE in 2005. The CCSSE is administered
each spring to a random sample of classes that are selected by ETS (the survey company). The CCSSE is administered to entering and graduating students if they are in the classes that are selected by ETS.

Results from the 2005 administration of the CCSSE were utilized by the QEP Topic Selection Committee to identify a topic for the Motlow QEP. Three items in particular were noted:

Item 4: In your experiences at this college during the current school year, about how often have you done each of the following:

s. Had serious conversations with students of different race or ethnicity other than your own

t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.

Item 9. How much does this college emphasize each of the following:

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

Item 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

k. Understanding people of other racial and ethnic backgrounds

The results of the 2005 assessment indicated that the ratings of MSCC students fell slightly below the national average for community colleges on these items.

The results of the 2007 CCSSE reflected the following scores on these same items:
**Item 4:** In your experiences at this college during the current school year, about how often have you done each of the following:

s. Had serious conversations with students of different race or ethnicity other than your own

MSCC mean: 2.23  
Other Consortium Colleges: 2.33  
2007 CCSSE Cohort: 2.36  


t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.

MSCC mean: 2.31  
Other Consortium Colleges: 2.28  
2007 CCSSE Cohort: 2.32  

**Item 9.** How much does this college emphasize each of the following:

  c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

MSCC mean: 2.37  
Other Consortium Colleges: 2.43  
2007 CCSSE Cohort: 2.45  

**Item 12.** How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

k. Understanding people of other racial and ethnic backgrounds

MSCC mean: 2.28
Other Consortium Colleges: 2.31
2007 CCSSE Cohort: 2.34

For the purposes of the QEP, the college will continue to track changes in the scores of these items since they possess the most face and construct validity relevant to the IELSOs articulated in the QEP. However, to reinforce the CCSSE's capability to assess the IELSOs, the following items will be added to the MSCC administration of the CCSSE (response options on the CCSSE are very often, often, sometimes, never):

1. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge of cultures other than your own?

2. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your comprehension of how international events and the peoples of other cultures impact your chosen major and future occupation?

3. How much has YOUR EXPERIENCE AT THIS COLLEGE given you an awareness and understanding of the interdependency and consequences of international events and issues?

2. The Munroe Multicultural Attitude Scale Questionnaire (MASQUE)

During the development phase of the MSCC Quality Enhancement Plan, the QEP Development Committee, principally the assessment subcommittee, conducted an exhaustive literature review and search for an external assessment instrument that would be appropriate as an institution-wide external measure for the QEP. This search (conducted during the fall and winter of 2007) revealed a dearth of appropriate instruments—only two, in fact—that might have been appropriate as an institution-wide external measure. Both these instruments—
the Global Awareness Profile (commonly referred to in the literature as the “GAP test”) and the Munroe Multicultural Attitude Survey Questionnaire (MASQUE) were examined; the authors of both instruments were contacted and the costs, relative merits, and weaknesses of each instrument were explored. While both instruments offered positive features, neither instrument appeared to be perfectly suited for the assessment requirements of the QEP.

In response to the recommendation of the On-Site Team to identify external measures, instruments were re-examined and reconsidered. Following deliberation, the MASQUE was selected for use as the second institution-wide external measure.

The MASQUE is a 28 item questionnaire that asks subjects to respond on a 6-point Likert scale (strongly agree, agree, somewhat agree, disagree, strongly disagree) to a range of statements reflecting cultural attitudes. The MASQUE (2006) was authored by Arnold Munroe, Ed.D., Visiting Assistant Professor of in the Department of Educational Studies, College of Education, at the University of Central Florida. The complete citation for the MASQUE is:


The MASQUE is co-administered with the Marlowe-Crowne Social Desirability Scale Short Form C (MCSD-C) to detect response set bias and will be administered in this manner during the assessment of the QEP. All 28 items of the MASQUE will be analyzed.

Permission to use this instrument in the MSCC QEP was granted by the author on 1-15-07 and confirmed again by telephone. The MASQUE will be used in a pre-test/post-test fashion. All
students in the Experimental and Control classes will be administered the MASQUE at the beginning and the end of the semester. The results will be analyzed statistically and reported to the International Education Committee and the Office of Institutional Research, Planning and Effectiveness.

**Example**

The following example illustrates the linkage between the QEP goal and a section of PSY 1310 General Psychology I, the IESLOs, assessment measures, assessment results, and use of assessment results to improve student learning for an internationalized course in the 2008-2009 academic year. See Appendix F of the MSCC QEP for the Template for Course-Specific International Module.

**QEP Goal:** Motlow State Community College (MSCC) will improve student learning through culturally diverse perspectives to prepare students for success in a global society.

**Name of course instructor:**

Stephen H. Guerin, Psy.D., Asst. Professor., Psychology

**MSCC course number and title:**

PSY 1310 General Psychology I

**Description of international module:**

According to Plotnik & Kouyoumdjian (2008), cultural influences are persuasive pressures that encourage members of a particular society or ethnic group to conform to shared behaviors, values, and beliefs (p. 136). Cross-cultural research on human perception has also shown that these cultural influences extend well beyond the realm of social behaviors and also condition
personal perceptual processes (Deregowski, 1980; Nisbett, 2000; Chua, Boland, & Nisbett, 2005; Kitayama, Duffy, Kawamura, & Larsen, 2003; Nisbett & Miyamoto, 2005). Through lecture, directed readings, discussion, and group experimentation, and a final reflective paper, students will explore the topic of cultural influence on human sensation and perception. This international module will be infused in PSY 1310 General Psychology during the course segment on sensation and perception (Modules 5 and Modules 6 in the current course textbook).

Objectives and intended international student learning outcomes of the international module:

Objective 1: Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.

Students Learning Outcomes (Knowledge)

1a. Students will increase their knowledge of cultures in the world around them, and in particular, how culture influences human perception.

1b. Students will recognize the role that differing cultural perspectives play in shaping world events through the study of how various cultures influence human perception.

Objective 2: Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.

Student Learning Outcomes (Comprehension)

2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions, including how cultural diversity
shapes human perceptual influences as evidenced through state-of-the-art cross-cultural research in the psychology of human sensation and perception.

2b. Students will describe how the course-related international content impacts their own occupational/professional development, and in particular their understanding of human perception is shaped by culture and how to apply this new understanding to their future personal and professional lives.

**Objective 3:** Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.

**Student Learning Outcomes** (Application)

3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations and how differences in perception can be the result of cultural factors.

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events, describing in their reflective paper, how differing cultures may legitimately have different perceptions.

**Methodology to be used:**

**Lecture and Discussion**

In addition to PowerPoint-enhanced lecture on the standard topics of sensation and perception, the professor will also focus on known cultural influences on human sensation and perception. Students will be engaged in the discussion of these issues. Discussion will also take place among the students during their group collaboration as part of this international module.

**Assigned Reading**


**Group Experimentation**

• Students will be divided into groups of 4-5

• Students are to read and discuss all the assigned readings

• The professor will then provide each group with a packet of visual stimulus cards on which are printed a number of black-and-white and color pictures. The content of these stimulus cards is derived from previous published research.

• Students will endeavor to locate adult subjects of various non-American cultures and ask the subjects to describe to them what they see in each the picture. The only information recorded by the subjects shall be their gender, age, and ethnic/cultural/national identification (e.g., Korean, Japanese, African, etc.)
Groups are to qualitatively analyze whether their group findings are consistent with the extant empirical research or not. The limitations of their research will also be considered in light of the scientific method.

Groups are to present orally their findings to the class.

Each student is to write a two to three page reflective paper that describes what they learned from this international module and how it has altered their own thinking on cultural influences on perception. This paper will be graded according to an established rubric.

Description of how student learning outcomes are to be formally assessed

A. Quantitative Assessment

   a. At the beginning of the course, students in both the Experimental Class and the Control Class will be administered a 25 question pre-test constructed by the professor focusing on the IESLOs related to the material presented/covered in the international module. This same test will be administered as a post-test at the conclusion of the international module or semester. The results will indicate incremental gains in the attainment of the IELSOs.

   b. Students in the Experimental Class and the Control Class will be administered the MASQUE at the beginning of the course and at the conclusion of the course.

B. Qualitative Assessment

   a. Group oral presentations of experimental findings in the Experimental Class

   b. Individual reflective papers on the international module in the Experimental Class

List of resources to be used in the implementation of the international module

- Assigned readings, as noted above
- Films:
  - Discovering Psychology—Updated Edition: Sensation and Perception
Use of Assessment Results:
The results of both the quantitative and qualitative assessments in the Experimental and Control Class will be analyzed to determine if the IELSOs have been attained. If not, adjustments to the international module will be implemented.

RECOMMENDATION 2: The committee recommends that the institution identify the specific courses selected for global enhancement during the first year of implementation and the control courses to be used in the assessment.

Excerpts from the On-Site Committee Report Narrative

- …the Committee finds limited evidence of the link between objectives and assessment of the internationalized courses, in part, because of no specific courses for globalization have been identified in the plan.
- …clarity is tied to identification of target courses…

Institution’s Response

Pursuant to the timeline in the QEP, the following courses have been selected for internationalization (i.e., infusion of an international module) beginning in the fall 2008 semester. These courses are:

1. PSY 1310 General Psychology I
2. ECON 2010 Principles of Economics I
3. HIST 2020 U.S. History II
One instructor for each of these courses has volunteered to internationalize these identified courses. Utilizing a yoked-control method, one section of each of these identified courses will serve as the Experimental Class while a separate section of the same course will serve as the Control Class.

RECOMMENDATION 3: The committee recommends that the institution develop a detailed plan that includes a timeline for implementation, evaluation, and use of the results over the five-year period.

Excerpts from the On-Site Committee Report Narrative

- During the committee interviews, the institution described the module development and administrative approval process. The committee found these processes absent in the QEP. The institution should clearly describe these processes in the QEP—for example, through a process flow chart. The committee noted a general timeline for implementation; the plan needs to be more specific.

Institution’s Response

The following is a timeline for the 5-years of the QEP that includes details for implementation, evaluation, and use of assessment results.

Fall 2007

1. Appointed the Coordinator of International Education (CIE) to oversee QEP implementation, data collection, and coordination of ancillary internationalization activities in the college.

2. Established a standing International Education Committee (IEC).
Spring 2008

1. Identified course sections to be internationalized in fall 2008 (i.e., the Experimental Classes) and identified the course sections to serve as the Control Classes to be utilized in fall 2008 and spring 2009.

2. Provide faculty development in internationalization, international module development, articulation and assessment of intended student learning outcomes, and use of assessment results for the faculty who will be teaching courses with the infused international modules in fall 2008.

3. Develop the internationalized courses.

4. Develop pre-tests and post-tests for the experimental and control classes.

5. Develop the criteria and grading rubric for the written or oral assignment (internal qualitative measure) for the experimental and control classes. The criteria and grading rubric will be approved by the International Education Committee.

Fall 2008

1. Teach the courses in which the international modules have been incorporated

2. At the beginning of the semester, administer the pre-test in the Experimental and Control classes.

3. Faculty will assess whether or not the IESLOs are being met.

4. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

5. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The Office of Institutional research, Planning, and Effectiveness will monitor
that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

6. Students will do a written or an oral assignment depending upon the medium selected by the instructor.

7. Faculty will grade the written or oral assignments according to the approved rubric.

8. Faculty will assess whether or not the written or oral assignments meet the IELSOs.

9. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting them.

10. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of the assessments to improve student learning.

11. The last week of the semester, administer the post-test in the Experimental and Control classes.

12. Faculty will assess whether or not the IELSOs are being met.

13. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

14. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

15. Faculty will present assessment results to the International Education Committee for their input on developing improvement strategies if improvement strategies are needed.
Spring 2009

1. Follow the steps above for fall 2008.
2. Select the new courses to be internationalized in fall 2009.
3. Provide faculty development in internationalization, international module development, articulation and assessment of IELSOs, and use of assessment results for the faculty who will be teaching courses with infused international modules in fall 2009.
4. Develop the internationalized courses.
5. Develop the pre-tests and post-tests for the Experimental and Control classes.
6. Develop the criteria and the grading rubric for the written or oral assignment for the Experimental and Control classes. The criteria and grading rubric will be approved by the International Education Committee.

Fall 2009

1. Teach the courses in which the international modules have been incorporated.
2. At the beginning of the semester, administer the pre-test in the Experimental and Control classes.
3. Faculty will assess whether or not the IELSOs are being met.
4. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.
5. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.
6. Students will do a written or an oral assignment depending upon the medium selected by
   the instructor.
7. Faculty will grade the written or oral assignments according to the approved rubric.
8. Faculty will assess whether or not the written or oral assignments meet the IELSOs
9. If the IELSOs are not met, faculty will devise and implement a plan to progress toward
   meeting the outcomes.
10. Faculty will update the IESLO's contained in the Institutional Effectiveness Plan of the
    College. The Office of Institutional Research, Planning, and Effectiveness will monitor
    that the Institutional Effectiveness Plan is up-to-date and that faculty are using the
    results of assessments to improve student learning.
11. The last week of the semester, administer the post-test in the Experimental and Control
    classes.
12. Faculty will assess whether or not the IELSOs are being met
13. If the IELSOs are not met, faculty will devise and implement a plan to progress toward
    meeting them.
14. Faculty will update the IELSOs in the Institutional Effectiveness Plan of the College. The
    Office of Institutional Research, Planning, and Effectiveness will monitor that the
    Institutional Effectiveness Plan is up-to-date and that faculty are using the results of
    assessments to improve student learning.
15. Faculty will present assessment results to the International Education Committee for
    their input on developing improvement strategies are needed.

Spring 2010

1. Follow the steps above for fall 2009.
2. Select the new courses to be internationalized in fall 2009.
3. Provide faculty development in internationalization, international module development, articulation and assessment of IELSOs, and use of assessment results for the faculty who will be teaching courses with infused international modules in fall 2009.

4. Develop the internationalized courses.

5. Develop the pre-tests and post-tests for the Experimental and Control classes.

6. Develop the criteria and the grading rubric for the written or oral assignment for the Experimental and Control classes. The criteria and grading rubric will be approved by the International Education Committee.

Fall 2010

1. Teach the courses in which the international modules have been incorporated

2. At the beginning of the semester, administer the pre-test in the Experimental and Control classes.

3. Faculty will assess whether or not the IELSOs are being met

4. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

5. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

6. Students will do a written or an oral assignment depending upon the medium selected by the instructor.

7. Faculty will grade the written or oral assignments according to the approved rubric.

8. Faculty will assess whether or not the written or oral assignments meet the IELSOs.
9. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

10. Faculty will update the IESLO’s contained in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

11. The last week of the semester, administer the post-test in the Experimental and Control classes.

12. Faculty will assess whether or not the IELSOs are being met.

13. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting them.

14. Faculty will update the IELSOs in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

15. Faculty will present assessment results to the International Education Committee for their input on developing improvement strategies are needed.

Spring 2011

1. Follow the steps above for fall 2010.

2. Select the new courses to be internationalized in fall 2009.

3. Provide faculty development in internationalization, international module development, articulation and assessment of IELSOs, and use of assessment results for the faculty who will be teaching courses with infused international modules in fall 2009.

4. Develop the internationalized courses.
5. Develop the pre-tests and post-tests for the Experimental and Control classes.

6. Develop the criteria and the grading rubric for the written or oral assignment for the Experimental and Control classes. The criteria and grading rubric will be approved by the International Education Committee.

Fall 2011

1. Teach the courses in which the international modules have been incorporated.

2. At the beginning of the semester, administer the pre-test in the Experimental and Control classes.

3. Faculty will assess whether or not the IELSOs are being met.

4. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

5. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

6. Students will do a written or an oral assignment depending upon the medium selected by the instructor.

7. Faculty will grade the written or oral assignments according to the approved rubric.

8. Faculty will assess whether or not the written or oral assignments meet the IELSOs.

9. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

10. Faculty will update the IESLO’s contained in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor
that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

11. The last week of the semester, administer the post-test in the Experimental and Control classes.

12. Faculty will assess whether or not the IELSOs are being met.

13. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting them.

14. Faculty will update the IELSOs in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

15. Faculty will present assessment results to the International Education Committee for their input on developing improvement strategies are needed.

Spring 2012

1. Follow the steps above for fall 2010.

2. Select the new courses to be internationalized in fall 2009.

3. Provide faculty development in internationalization, international module development, articulation and assessment of IELSOs, and use of assessment results for the faculty who will be teaching courses with infused international modules in fall 2009.

4. Develop the internationalized courses.

5. Develop the pre-tests and post-tests for the Experimental and Control classes.

6. Develop the criteria and the grading rubric for the written or oral assignment for the Experimental and Control classes. The criteria and grading rubric will be approved by the International Education Committee.
Fall 2012

1. Teach the courses in which the international modules have been incorporated.

2. At the beginning of the semester, administer the pre-test in the Experimental and Control classes.

3. Faculty will assess whether or not the IELSOs are being met.

4. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

5. Faculty will update the IELSOs contained in the Institutional Effectiveness Plan of the College. The office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

6. Students will do a written or an oral assignment depending upon the medium selected by the instructor.

7. Faculty will grade the written or oral assignments according to the approved rubric.

8. Faculty will assess whether or not the written or oral assignments meet the IELSOs.

9. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting the outcomes.

10. Faculty will update the IESLO’s contained in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

11. The last week of the semester, administer the post-test in the Experimental and Control classes.

12. Faculty will assess whether or not the IELSOs are being met.
13. If the IELSOs are not met, faculty will devise and implement a plan to progress toward meeting them.

14. Faculty will update the IELSOs in the Institutional Effectiveness Plan of the College. The Office of Institutional Research, Planning, and Effectiveness will monitor that the Institutional Effectiveness Plan is up-to-date and that faculty are using the results of assessments to improve student learning.

15. Faculty will present assessment results to the International Education Committee for their input on developing improvement strategies are needed.

**RECOMMENDATION 4:** The committee recommends the institution describe in the QEP how the internationalized curriculum module approval process will be incorporated into the institution’s existing curriculum development process.

**Excerpts from the On-Site Committee Report Narrative**

- The On-Site Committee interviewed members of the Quality Enhancement Plan Development Committee (QEP-DC), as well as college administrators, faculty, and the President of the Student Government Association, to determine if the QEP internationalized curriculum module approval process was incorporated into the college’s existing curriculum development process. To insure standardization of all curriculum development including the QEP, integrating these two processes will improve the QEP.

**Institution’s Response**
RECOMMENDATION 5: The committee recommends the institution use its IE process or modify the IE process to include the assessment of the QEP Plan and expected outcomes of the plan.

Excerpts from the On-Site Committee Report Narrative

- Based on interviews conducted by the On-Site Committee, it was determined that while the QEP proposal had outlined a plan to assess the effectiveness of the QEP, the QEP was not integrated with the existing Institutional Effectiveness process of the college. To insure institutionalization and preservation of archival evaluation records the QEP assessment should be incorporated into the college’s IE process.
Institution’s Response

Student learning outcomes contained in the QEP have been incorporated into the college’s Institutional Effectiveness Plan; see Appendix A, B, and C. Staff in the Office of Institutional Research, Planning, and Effectiveness will collect and evaluate assessment results and will ensure that the results of assessment are used to improve student learning as stipulated by the QEP.
APPENDIX A

Motlow State Community College

Evaluation of College wide Educational Effectiveness

Vice President for Academic Affairs

ER17: Students in internationalized classes will develop greater knowledge of cultures other than their own and the impact of diverse cultural perspectives on world events.

MSCC Statement of Purpose (Excerpt): To support these initiatives, a continuous cycle of planning, evaluation, and response promotes institutional effectiveness.

Strategic Planning Goal III: Motlow State Community College will be accountable for the quality of its educational programs and services in a diverse market.

EXPECTED OUTCOME: 1a. Students will increase their knowledge of cultures in the world around them.

1b. Students will recognize the role that differing cultural perspectives play in shaping world events.

Estimated Cost: Cost is contained in the salaries of faculty who teach the courses that have an international component.

Assessment Procedures: Multiple assessment instruments will be utilized to see if students are meeting the expected outcome.

(1) One class section taught by the instructor for each of the three identified courses will be
designated as the experimental class, and another section of the same class taught by the same instructor will constitute the control class. The instructor will introduce subject-specific content and learning activities that are specified in the instructor-developed internationalized module with the experimental class and teach the control class with the pre-QEP content and syllabus. Learning outcomes for the paired classes will be compared.

(2) Pre-tests and post-tests will be administered. Instructors will conduct an item analysis of the pre- and post tests results to determine the incremental gain in the specified student learning outcomes. A statistical comparison (t-test) between the experimental and control classes will reflect the improvement in scores that may be attributable to the internationalized content and learning activities. The test items will be appropriate for the level of learning specified in the International Education Student Learning Outcomes (IESLOs); i.e., knowledge, comprehension or application.

(3) A written or oral assignment will be required in each of the experimental and control classes. The assignment criteria and the grading rubric will be developed by the course instructor with the collaboration and approval of the International Education Committee and will incorporate the expected outcomes listed above. A statistical test that is appropriate for nominal data (Chi Square) will be used to determine the statistical difference in the results achieved by the experimental and control classes.

(4) Results on questions/statements on the Community College Survey of Student Engagement (CCSSE) that relate to the expected outcome above will be checked against the survey cohort norm to see if Motlow students score at or above the norm. CCSSE statements that are applicable follow:

In your experiences at this college during the current school year, about how often have you done each of the following?
Had serious conversations with students of a different race or ethnicity than your own

Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

(These are rated as follows: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often)

How much does this college emphasize each of the following?

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

(This is rated as follows: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other racial and ethnic backgrounds

(This is rated as follows: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

*Carol—Dr. Calhoun has recommended inclusion of information about the MASQUE here. I’ll defer to your judgment about where in the three appendixes you wish to insert information on the MASQUE.*

**Administration of Assessment Procedures:** Faculty teaching the courses that have the international module will determine the experimental and control classes. They will also administer the pre- and post-tests and will design and administer the written or oral class assignments. They will administer the CCSSE and will send the results to the Office of Institutional Research, Planning, and Effectiveness. That office will send the results to ETS for scoring. *Carol—Dr. Calhoun has recommended inclusion of information about the MASQUE here also.*
Assessment Results and Use of Assessment Results Fall 2008:

Since international modules will not be incorporated into the selected courses until fall 2008, assessment results will not be available until spring 2009. When the assessment results are available, faculty will use the results to improve in areas where improvement is indicated. All assessment results will be sent to the Office of Institutional Research, Planning, and Effectiveness to be monitored as part of the college’s Institutional Effectiveness Plan. The Office of Institutional Research, Planning, and Effectiveness will ensure that assessments are being used to improve student learning.
APPENDIX B

Motlow State Community College

Evaluation of College wide Educational Effectiveness

Vice President for Academic Affairs

ER18: Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.

MSCC Statement of Purpose (Excerpt): To support these initiatives, a continuous cycle of planning, evaluation, and response promotes institutional effectiveness.

Strategic Planning Goal III: Motlow State Community College will be accountable for the quality of its educational programs and services in a diverse market.

EXPECTED OUTCOME: 1a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.

1b. Students will describe how the course-related internationalized content impacts their own occupational/professional development.

Estimated Cost: Cost is contained in the salaries of faculty who teach the courses that have an international component.

Assessment Procedures: Multiple assessment instruments will be utilized to see if students are meeting the expected outcome.

(1) One class section taught by the instructor for each of the three identified courses will be
designated as the experimental class, and another section of the same class taught by the same instructor will constitute the control class. The instructor will introduce subject-specific content and learning activities that are specified in the instructor-developed internationalized module with the experimental class and teach the control class with the pre-QEP content and syllabus. Learning outcomes for the paired classes will be compared.

(2) Pre-tests and post-tests will be administered. Instructors will conduct an item analysis of the pre- and post tests results to determine the incremental gain in the specified student learning outcomes. A statistical comparison (t-test) between the experimental and control classes will reflect the improvement in scores that may be attributable to the internationalized content and learning activities. The test items will be appropriate for the level of learning specified in the International Education Student Learning Outcomes (IESLOs); i.e., knowledge, comprehension or application.

(3) A written or oral assignment will be required in each of the experimental and control classes. The assignment criteria and the grading rubric will be developed by the course instructor with the collaboration and approval of the International Education Committee and will incorporate the expected outcomes listed above. A statistical test that is appropriate for nominal data (Chi Square) will be used to determine the statistical difference in the results achieved by the experimental and control classes.

Results on questions/statements on the Community College Survey of Student Engagement (CCSSE) that relate to the expected outcome above will be checked against the survey cohort norm to see if Motlow students score at or above the norm. CCSSE statements that are applicable follow:

In your experiences at this college during the current school year, about how often have you done each of the following?
Had serious conversations with students of a different race or ethnicity than your own

Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

(These are rated as follows: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often)

How much does this college emphasize each of the following?

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

(This is rated as follows: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other racial and ethnic backgrounds

(This is rated as follows: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

Administration of Assessment Procedures: Faculty teaching the courses that have the international module will determine the experimental and control classes. They will also administer the pre- and post-tests and will design and administer the written or oral class assignments. They will administer the CCSSE and will send the results to the Office of Institutional Research, Planning, and Effectiveness. That office will send the results to ETS for scoring.

Assessment Results and Use of Assessment Results Fall 2008:

Since international modules will not be incorporated into the selected courses until fall 2008, assessment results will not be available until spring 2009. When the assessment results are
available, faculty will use the results to improve in areas where improvement is indicated. All assessment results will be sent to the Office of Institutional Research, Planning, and Effectiveness to be monitored as part of the college’s Institutional Effectiveness Plan. The Office of Institutional Research, Planning, and Effectiveness will ensure that assessments are being used to improve student learning.
APPENDIX C

Motlow State Community College

Evaluation of College wide Educational Effectiveness

Vice President for Academic Affairs

ER18: Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.

*MSCC Statement of Purpose (Excerpt):* To support these initiatives, a continuous cycle of planning, evaluation, and response promotes institutional effectiveness.

*Strategic Planning Goal III:* Motlow State Community College will be accountable for the quality of its educational programs and services in a diverse market.

**EXPECTED OUTCOME:**

1a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.

1b. Students will *articulate* the perspectives of other cultures and nations when analyzing world events.

**Estimated Cost:** Cost is contained in the salaries of faculty who teach the courses that have an international component.

**Assessment Procedures:** Multiple assessment instruments will be utilized to see if students are meeting the expected outcome.

(1) One class section taught by the instructor for each of the three identified courses will be designated as the experimental class, and another section of the same class taught by the same instructor will constitute the control class. The instructor will introduce subject-
specific content and learning activities that are specified in the instructor-developed internationalized module with the experimental class and teach the control class with the pre-QEP content and syllabus. Learning outcomes for the paired classes will be compared.

(2) Pre-tests and post-tests will be administered. Instructors will conduct an item analysis of the pre- and post tests results to determine the incremental gain in the specified student learning outcomes. A statistical comparison (t-test) between the experimental and control classes will reflect the improvement in scores that may be attributable to the internationalized content and learning activities. The test items will be appropriate for the level of learning specified in the International Education Student Learning Outcomes (IESLOs); i.e., knowledge, comprehension or application.

(3) A written or oral assignment will be required in each of the experimental and control classes. The assignment criteria and the grading rubric will be developed by the course instructor with the collaboration and approval of the International Education Committee and will incorporate the expected outcomes listed above. A statistical test that is appropriate for nominal data (Chi Square) will be used to determine the statistical difference in the results achieved by the experimental and control classes.

(4) Results on questions/statements on the Community College Survey of Student Engagement (CCSSE) that relate to the expected outcome above will be checked against the survey cohort norm to see if Motlow’s students score at or above the norm. CCSSE statements that are applicable follow:

In your experiences at this college during the current school year, about how often have you done each of the following?

Had serious conversations with students of a different race or ethnicity than your own
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

(These are rated as follows: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often)

How much does this college emphasize each of the following?

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

(This is rated as follows: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other racial and ethnic backgrounds

(This is rated as follows: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)

**Administration of Assessment Procedures:** Faculty teaching the courses that have the international module will determine the experimental and control classes. They will also administer the pre- and post-tests and will design and administer the written or oral class assignments. They will administer the CCSSE and will send the results to the Office of Institutional Research, Planning, and Effectiveness. That office will send the results to ETS for scoring.

**Assessment Results and Use of Assessment Results Fall 2008:**

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Effectiveness to be monitored as part of the college’s Institutional Effectiveness Plan. The Office of Institutional Research, Planning, and Effectiveness will ensure that assessments are being used to improve student learning.