The Motlow State Community College *Quality Enhancement Plan (QEP)*
Guidelines for Faculty

**BACKGROUND**

MSCC was required to submit an approved Quality Enhancement Plan (QEP) to the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) as part of the requirements for reaffirmation of the college’s accreditation in 2008. The submitted and SACS-COC approved QEP for MSCC is entitled:

**INTERNATIONALIZING THE CURRICULUM**

*Improving Learning Through International Education:*

*Preparing Students for Success in a Global Society*

The full text of the MSCC QEP can be accessed directly through a link on the MSCC web page ([http://www.mscc.edu/QEP_Report.pdf](http://www.mscc.edu/QEP_Report.pdf))

Compliance with the QEP is extremely important as serious accreditation sanctions against the institution may occur for failure to comply with the QEP. In 2013 MSCC must provide SACS-COC with an interim report documenting progress towards the implementation of the QEP including the results of the assessment of the intended student learning outcomes in the QEP.

Oversight for the implementation and assessment of the QEP is vested in the Coordinator of International Education (CIE) working with the members of the International Education Committee (IEC). The creation of the CIE position and the IEC are the result of the QEP. The principal duty of the CIE and the IEC is the implementation and assessment of the QEP.

In *Setting New Directions—Tennessee Board of Regents 2005-2010 Strategic Plan* (Tennessee Board of Regents [TBR], 2005), leadership goal L2 is to “Increase emphasis on internationalization system-wide.” The MSCC QEP is a direct response to this goal.

**THE QEP AT-A-GLANCE**

The MSCC QEP is a plan to internationalize the curriculum through the infusion of approved international modules in various courses across the entire curriculum. The QEP stipulates that one to three courses will be internationalized every academic year beginning in AY 2008-2009. An “internationalized course” is one in which an approved international module is integrated into the existing course syllabus. An international module is a specific, planned, and organized lesson or project that is international in content, has defined and measurable student learning outcomes (SLOs), and is infused into an existing course so that the course has a cross-cultural (i.e., international) module in addition to the original content.

Courses to be internationalized are identified on a voluntary basis by the faculty who teach them. The CIE, the IEC and department chairs and directors should actively encourage faculty in their departments
to develop and infuse international modules into their courses. While general education core courses are especially sought to be internationalized since these courses impact the greatest number of MSCC students, any course may be internationalized. Once a course has an international module developed for it, it is expected that the faculty member will teach it as an internationalized course every time s/he teaches that course. Over time, more and more MSCC courses will contain an international module, thus “internationalizing the curriculum.”

This method of internationalizing existing courses has significant academic precedent dating back to the 1970’s and is used by many colleges and universities to bring international content to their existing curriculums without developing entirely new courses. Some colleges have formed consortia for developing and sharing international modules across institutions. One such consortium is the Midwest Institute for International and Intercultural Education (referred to as the Midwest Institute) headquartered at Kalamazoo Community College in Kalamazoo, Michigan (http://orgs.kvcc.edu/midwest/). MSCC is a member in the Midwest Institute Consortium.

INTERNATIONAL MODULES

As previously noted, an international module is a specific, planned, and organized lesson or project that is international in content, has defined and measurable student learning outcomes (SLOs), and is infused into an existing course so that the course has cross-cultural (i.e., international) module in addition to the original content. Faculty may obtain international modules from/by:

- An existing international module from another source as long as appropriate attribution for the authorship of the module is maintained
- Adapting or revising an existing module with appropriate attribution for the original author
- Creating an entirely new international module

A good source of international the modules is the large catalog compiled by the Midwest Institute. These modules are available in a print version, online (http://orgs.kvcc.edu/midwest/Modules/) or a handy CD-ROM which is available to all MSCC faculty through their respective department chairs or the CIE.

The QEP contains specific information and requirements about the content of an international module (see Section 4, pages 31-32).

TEMPLATE FOR INTERNATIONAL MODULES

The following template appears as Appendix F in the MSCC QEP:

International modules created by an instructor for infusion into an existing course must contain the following elements as a minimum:

- Name of course instructor
- MSCC course number and title
INTERNATIONAL EDUCATION STUDENT LEARNING OUTCOMES (IESLO)

Every international module must have defined and measureable student learning outcomes (SLOs). A major thrust of the QEP is the assessment of these SLOs and will be discussed below.

The SLOs which must be adapted and measured in every module, regardless of the nature of the module or what course into which they are integrated, can be found in the Response to the Visiting Team Report which was submitted to SACS-COC in spring 2008. This report addressed five specific recommendations the QEP made by the On-Site Team made during their visit in October 2007. One of the recommendations was the refinement of the SLOs of the QEP and how they were to be assessed. A full copy of this report may be obtained from the CIE.

The following are the six (6) SLOs for every module. Faculty should use these as the basis for writing the specific SLO’s for their 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.

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.

SAMPLE MODULE WITH IESLOs

The following sample module is taken from the Response to the Visiting Team Report (February 2008):

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 the 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 IESLOs.
   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:
   o Discovering Psychology—Updated Edition: *Sensation and Perception*
   o Discovering Psychology—Updated Edition: *Cultural Psychology*
This QEP employs a quasi-experimental design with experimental and control groups and multiple measures of assessment to assess the attainment of the International Education Student Learning Outcomes (IESLOs). The experimental group is the course that receives the international module; the control group is a section of the same course which does not. The effectiveness of the international module in achieving the IELSOs is assessed by comparing the pre-test/post-test scores between the experimental and the control groups.

Correct assessment of the learning impact of the international module is crucial as it affects MSCC’s performance funding.

Faculty must identify the course which is to be internationalized and another section of the same course which will not receive the international module which will serve as the control group. Each internationalized course and its control group class will be assessed using the both course-level internal (i.e., institutionally developed) assessment measures and institution-wide external assessment measures.

**Internal Measures:**

1. A pre- and post-test based on the instructional content of the international module
   - This should be a brief (20-25 questions) pre-post test which assesses the IELSOs developed for that international module. This content pre-post test is given either at the beginning of the course or before the introduction of the international module and either at the conclusion of the course or when the international module has been completed by the students. Faculty should develop this test and send to the Office of Institutional Research, Planning and Effectiveness so that it can be put online for the students to take. Compilation of results and statistical analysis will be done by the Office of Strategic Planning and Institutional Effectiveness.
   - *Munroe Multicultural Attitude Scale Questionnaire (MASQUE)*. This attitude scale is co-administered with the content pre-post test online. Compilation of results and statistical analysis will be done by the Office of Institutional Research, Planning and Effectiveness.

2. A course-embedded qualitative measure such as a written or oral assignment based on the international module.

**External Measures:**
- Community College Survey of Student Engagement (CCSSE, items 4, 9, 12 and special MSCC questions). This data is complied and analyzed by the Office of Institutional Research, Planning and Effectiveness
- *Munroe Multicultural Attitude Scale Questionnaire (MASQUE)*

The key elements to this assessment are:

1. Identify an internationalized course and a course to serve as the control group
2. Write the IELSO’s for your internationalized course according to the template above
3. Develop a content pre-post test based on the IELSO’s for your international module
4. Teach your international module
5. Have your students complete the post-test measures (the content pre-post test and the MASQUE)
6. Grade the qualitative measures and report them to the Office of Institutional Research, Planning and Effectiveness

**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.

**APPROVAL OF MODULES**

A formal new course proposal is not necessary for an instructor to integrate/infuse a module into an existing course. However, the international module becomes an addendum to the course syllabus. The international module must be approved before it can be infused into an existing course. The following flow chart describes the approval process:
QEP IMPLEMENTATION TIMELINE

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 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 IELSO 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.
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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.