In spring 2005, members of Motlow’s Southern Association of Colleges and Schools (SACS) Leadership Team held faculty meetings, generated discussions with committees and conducted campus-wide surveys to gather ideas for the SACS Quality Enhancement Plan (QEP). A few months later, a committee was formed to identify suggested QEP topics to be submitted to the SACS Leadership Team. After identifying needs in specific areas, the committee submitted four topics to the SACS Leadership Team. Based upon students’ need for awareness of other cultures, as evidenced by low scores on various surveys, the SACS Leadership Team selected the QEP topic to be based on “learning from a culturally diverse perspective.”

The QEP topic “Internationalizing the Curriculum – Improving Student Learning through International Education: Preparing Students for Success in a Global Society” was refined and submitted to SACS. The QEP topic received approval from SACS in early fall 2006. The committee members worked on development of the QEP through spring 2007.

In May 2007, the QEP was completed and sent to SACS for review and approval. An October 2007 visit by the SACS on-site team and QEP Lead Evaluator resulted in five recommendations for modification of the QEP. The QEP Development Committee responded to the recommendations in a follow-up report submitted to SACS in February 2008; the QEP was officially approved by SACS in April 2008.

A Coordinator of International Education (CIE) was appointed and a standing International Education Committee was established. The coordinator and the committee assist with faculty development in internationalization, international module development, articulation and assessment of intended student learning outcomes, and use of assessment results.
In 2010, a few changes were made to the QEP to increase the number of courses receiving an international module in order to have a significant impact on student learning. The changes were partially implemented in the 2010-2011 but abandoned with the hiring of a new provost who felt more sweeping changes were necessary.

In spring semester 2011, the Provost of the College initiated a series of meetings with an ad hoc committee comprising the Coordinator of International Education, Director of Institutional Research Planning and Effectiveness, and former Chair of the QEP Development Committee, to evaluate the QEP and its implementation timeline. The following exigencies were identified as reasons necessitating changes to the QEP:

- Of the eight courses that added, implemented and assessed an international module since QEP implementation in fall 2008, only two have shown a statistically significant difference in the knowledge and/or attitudinal changes of the experimental group over the control group.
- The originally prescribed method (control groups, pre-/post-tests) of assessing achievement of international student learning outcomes has proven to be cumbersome.
- The Munroe Multicultural Attitude Scale Questionnaire (MASQUE), a pre-/post-test instrument used to measure attitudinal changes regarding multicultural issues was poorly received by a number of students who found it to be repetitive, lengthy and invasive.
- The scope of the QEP has involved a limited number of academic departments and only a few service and administrative departments.

To address these issues, the committee recommended and immediately initiated the following:

- An accelerated schedule of courses, which greatly exceeds the original QEP objective of courses to be internationalized, will internationalize 25% of courses by 2015 and include internationalized courses in every academic department.
• A QEP assessment of student learning outcomes in international modules will now be accomplished through the use of common grading rubrics aligned with QEP learning outcomes.

• Faculty development will be expanded to include development of grading rubrics and funding for faculty to travel abroad.

• The QEP will engage students in multicultural experiences outside the classroom through programs and festivals. These events will provide administrative departments the opportunity to participate in QEP implementation.

The goals and objectives of the original QEP will remain unchanged.

Process and Implementation

During AY 2010-2011, the QEP was implemented as outlined in the original report with a couple of modifications that were introduced in 2011-2012. This process was as follows:

Pilot Courses with International Modules Assessed Using Pre-/Post-Tests

1. Pilot courses were identified by faculty to be internationalized.

2. The pilot courses’ international modules were developed or enhanced (if re-piloted).

3. A pre-/post-test based upon the specific instructional content for each pilot course was developed and MASQUE questions were added.

4. Course sections were selected for experimental and control student groups.

5. A pre-test was given in both control and experimental sections.

6. The international module was taught in experimental courses.

7. A post-test was given in both control and experimental sections of the pilot courses.

8. Analysis was done on assessment data including:
   – Pre-/post-test data on instructional content of the international module
– Responses to cultural attitude statements on the MASQUE
– Responses to cultural specific questions on the Community College Survey of Student Engagement (CCSSE) survey
– Responses to cultural and diversity issues on the add-on portion of CCSSE survey

9. If the experimental group showed significant changes in content knowledge or cultural attitude, then the international module would be added to all course sections. After that, the international module would be taught every semester but assessed only once every two years as part of general education course assessment schedule.

The recent changes recommended by the ad-hoc committee began implementation in spring 2011 creating some overlap in the two QEP processes during transition time. The new process included:

Pilot Course with International Module Assessed Using Common Rubric

1. A pilot course (BIOL 2230) was identified to adapt the recently modified process midway through spring 2011 semester. Future courses to receive an internationalized module are listed on the Accelerated Schedules of Courses for QEP.

2. An international module was developed that included an assignment such as a paper, presentation, or poster. A common grading rubric incorporating international student learning outcomes of the QEP was designed.

3. The international module was taught.

4. The international module assignment was graded using a common grading rubric.

5. Analysis was done on assessment data including:
   – Rubric results to measure attainment of student learning outcomes
   – Responses to cultural specific questions on the CCSSE survey
   – Responses to cultural and diversity issues on the add-on portion of CCSSE survey
6. Assessment results were used to identify needed changes in process, module, assignment or the grading rubric.

Faculty Development

1. An academic assessment consultant was hired who came to the college over two weeks in April 2011 and provided training in rubric development aligned with the QEP’s international student learning outcomes. Faculty who will be infusing an international module into courses in fall 2011 and for those who already have international modules in place received this training.

2. Four faculty members received full faculty scholarships to travel abroad to increase their knowledge and interest in other cultures and inspire them to develop international modules for the courses that they teach.

Internationalizing Initiatives Extending Beyond the Classroom

1. A number of multicultural experiences and programs were offered in AY 2010-2011 including international festivals at three campus locations and other multicultural programs and speakers.

Assessment Results

Pilot Courses with International Modules Assessed Using Pre-/Post-Tests

In the past year, two pilot courses with international module assessed using pre-/post-tests. These courses were both re-piloted from previous semesters because the previous statistical results showed that the experimental section had no significant difference in knowledge and understanding of the instructional content of the international module than the control section. The courses included:

- HIST 2010 – Assessed 18 students in experimental section and 36 student in control section
- HIST 2020 – Assessed 3 students in experimental section and 9 students in control section
The first part of the pre-/post-test is based on the instructional content of the international module and the second part contains MASQUE questions which measure students’ attitudinal changes about multicultural topics. The pre-/post-test is given to all students in the experimental section before the presentation of the international module and again after the presentation of the international module. It is administered to all students in the control section at the beginning and end of the semester.

- The HIST 2020 assessment results were as follows:
  - The statistical results (t-test) showed that the experimental section had a substantially better knowledge and understanding of the instructional content of the international module than the control section.
  - None of the MASQUE items showed a substantial difference between pre-/post results of the experimental and control sections. Based on the statistical analysis, there was no substantial attitudinal change among the students in the experimental section.

- For HIST 2010, a statistical comparison could not be made due to small sample size.

Overall, the number of students showing a significant difference in knowledge and understanding of the instructional content of the international modules was very low.

**Pilot Course with International Module Assessed Using Common Rubric**

Soon after the changes to the QEP were made by the committee, a faculty member volunteered to pilot the revised process in an internationally infused course using a common grading rubric to measure the achievement of international student outcomes. This course was:

- BIOL 2230 – assessed 54 students using a common grading rubric for grading poster assignment on worldwide infectious diseases.
The **BIOL 2230 common grading rubric** measured the achievement of three international student learning outcomes. The effectiveness standard specified that 70% of students assessed were to show a mastery of the learning outcomes. Assessment results for BIOL 2230 students showed 93% mastery for student learning outcomes 1a and 2b and 88% mastery for student learning outcome 3a. Achievement for all three international student learning outcomes was well over the designated benchmark.

**Faculty Development**

The four faculty members who received scholarships to travel abroad during the 2010-2011 academic year were surveyed to measure the effect of the travel on their future development of international modules and their teaching. Survey results showed that 100% of faculty believed that traveling abroad increased their interest in developing an international module and 80% believed it increased their knowledge about other cultures and better prepared them to develop an international module.

**Internationalizing Initiatives Extending Beyond the Classroom**

Though a number of international programs and events were held during the past academic year, only multicultural day was properly assessed. This event was free and open to all students and staff and showcased the customs, culture, dress, and food of a variety of countries. Survey results showed 52 participants strongly agreed with the content, design and delivery of the event and that 99% of them would recommend the event to future students.

**Community College Survey of Student Engagement (CCSSE) Results**

The CCSSE is a proprietary instrument authored and administered by the College of Education at the University of Texas at Austin. The CCSSE provides information about effective educational practices in community colleges and as such assists in the improvement of student learning and persistence. The CCSSE is administered each spring to a random sample of classes selected by the survey organization.
Motlow’s 2010 means on CCSSE items related to cultural awareness and diversity show improvement over the 2009 means (Table 1). While Motlow’s 2010 CCSSE means are improved from the previous years, they are for the first time higher than peer means on every item related to cultural awareness and diversity.

Table 1

<table>
<thead>
<tr>
<th>CCSSE Item</th>
<th>CCSSE Mean</th>
<th>MSCC Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had serious conversations with students of a different race or ethnicity other than your own</td>
<td>2.29</td>
<td>2.28</td>
</tr>
<tr>
<td>Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>2.30</td>
<td>2.30</td>
</tr>
<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>2.45</td>
<td>2.47</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>2.34</td>
<td>2.35</td>
</tr>
</tbody>
</table>

To reinforce the CCSSE capability to assess the international education student learning outcomes, the items in Table 2 were added to the CCSSE. While no other small colleges’ mean is available as a benchmark for these questions, the Motlow mean is tracked for historical improvement. Results of the CCSSE administered in spring 2010 show a lower mean than the previous spring for each of the add-on items.

Table 2

<table>
<thead>
<tr>
<th>CCSSE Add-on Items</th>
<th>MSCC Mean 2008</th>
<th>MSCC Mean 2009</th>
<th>MSCC Mean 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much has your experience at this college contributed to your knowledge of cultures other than your own?</td>
<td>2.72</td>
<td>2.62</td>
<td>2.38</td>
</tr>
<tr>
<td>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?</td>
<td>2.90</td>
<td>2.85</td>
<td>2.15</td>
</tr>
</tbody>
</table>
How much has your experience at this college given you an awareness and understanding of the interdependency and consequences of international events and issues?

<table>
<thead>
<tr>
<th></th>
<th>2.83</th>
<th>2.78</th>
<th>2.21</th>
</tr>
</thead>
</table>

The effects of international infused education on the student body is not seen in the results of CCSSE items related to cultural awareness and diversity or CCSSE add-on items on students’ experiences with cultural and diversity issues. With only two courses (PSY 1310 in fall 2008 and ENGL 2030 in spring 2010) showing changes in experimental students’ knowledge or attitude about cultural differences, the impact on student learning and attitudes has not yet been adequate enough to positively influence CCSSE results.

**Use of Assessments and Current Stage of the QEP**

The assessment results of BIOL 2230, the course that assessed using a grading rubric, provided documented evidence that student learning took place within the identified course on the specific QEP learning outcomes because the assignment and the rubric grew organically out of the subject matter in the class and the project had a deeper meaning to the students. The international module’s poster assignment on worldwide infectious disease was not merely an added component in the class and the grading rubric assisted the instructor in documenting how the students mastered the material based on the established learning outcomes. The MASQUE, while an effective instrument in some instances is not proving to be adaptable to the various classes that have tried to use it and the new rubric methodology will help instructors more clearly document how the students are learning.

The proposed expanded number of classes will address Motlow College’s CCSSE scores which have not increased as much as the college would have hoped. By vastly increasing the number of courses, all of which include meaningful and rich academic exercises, more students will be impacted by internationalizing of the curriculum.
Conclusion

The third year of QEP implementation at Motlow was a year of change and transition. The changes it brought will facilitate the achievement the QEP goals and objectives in a way that had not been possible with original methods. Adding international modules to 25% of the curriculum and assessing student learning outcomes through assignments and grading rubrics developed as natural extensions of the existing courses should greatly increase the impact on student learning and bring the College closer to achieving the QEP goals and objectives. Increasing faculty development opportunities that relate to international issues and providing more international student opportunities outside the classroom will increase the exposure that both faculty and students have to other cultures. International programs will also provide opportunities for administrative department involvement and increase the scope of the QEP.

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[4] Grading Rubric for Pilot Course (BIOL 2230)
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[9] 2010 CCSSE Add-on Question Responses