

CILMAR Annual Cycle of Assessment: 2022 Report

Vision

An inclusive and interculturally competent Purdue community that impacts the world.

Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

Executive Summary

The Center for Intercultural Learning, Mentorship Assessment and Research (CILMAR) celebrates closing the loop on our fifth full annual cycle of assessment with this report for calendar year 2022. At this five-year mark, the time has come to take a broader look at our past performance, revise our processes, and begin to plan farther into the future. Every year during this period has seen a successful iteration of the cycle of assessment, both in terms of completion of all phases of the cycle (from planning through implementation, reporting, analysis, reflection, and evidence-based planning for the coming year) and with regard to meeting targets within each cycle.

Year	Targets Achieved	Total Targets	Percentage Achieved
2018	14	18	78%
2019	17	21	81%
2020	15	20	75%
2021	19	25	76%
2022	23	27	85%

The overall trajectory of our goal achievement demonstrates continued increases in effectiveness despite the setbacks of the pandemic era. In addition, the past half decade has seen CILMAR staff internalizing and owning their cycle of assessment, discontinuing various programs and one-off commitments to hone in on our unit's mission, and growing both in terms of team membership and impact of programming. We pivoted to meet the changing needs of stakeholders during a pandemic and have since adjusted to post-pandemic changes in operations. As in past years, in 2022 we missed the mark with a few of our planned targets largely because we were overly ambitious in our goal-setting or due to a mid-year change of direction in response to shifting circumstances, not because of any lack of efficacy or effort. In essence, we continue to make progress toward building in CILMAR and across Purdue's campus a culture that values evidence-based decision-making, intentional backward design of curriculum, strategic planning, and accountability for learning outcomes. We believe the time has come to simplify and focus our annual cycle of assessment to selectively track and measure progress in key goals rather than more comprehensively assess the full gamut of CILMAR's operations; future cycles will therefore include fewer targets.

As part of our strategic planning in early 2023, CILMAR staff have not only taken a look back at the past five years but also a look forward beyond the coming year. Thus, in addition to our annual goal setting, which revised action plans, measures and targets based on the evidence in this report for 2022, we built a three-year strategic plan to guide our decisions over the next few cycles of assessment. The longer-term goals we identified include:

- Moving towards a systematic approach to curricular revision – for example, prioritizing our work with groups of faculty at the department, school, and college levels to innovate intercultural learning and assessment holistically in programs of study over our work with individual faculty and staff and the course level;
- Expanding our efforts to embed intercultural learning across campus to co-curricular spaces – working within the Steps to Leaps framework in collaboration with Student Life and Student Success entities to build a sustainable peer dialogue program and other intercultural learning opportunities outside of formal classroom spaces; and
- Focusing our energy and expertise on generating scalable resources – building modular curricula for students (e.g., GLUE coursework and Portable Intercultural Modules) that can be embedded across campus as well as licensed externally and creating new self-directed professional development micro-credentialing blocks within the HubICL science gateway's new Professional Development Zone.

Goal 1

CILMAR will scale up program impacts in support of our mission.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2023
1A.,B.,C.,D.,E. CILMAR's impact will grow demonstrably in terms of reach across campus, depth of intercultural learning (ICL), and sustainability.	1A. CILMAR will leverage two mid-year working meetings and two internal written update opportunities to provide structure for staff in implementing assessment plans with fidelity and reaching intended learning outcomes in CILMAR programs.	1A. Our program assessment targets proved too ambitious this year. This is the first year we used the Spurlock and Johnson "Culture of Evidence" rubric to measure our commitment to learning assessment in our professional development programs. On this rubric, 100% of CILMAR programs were measured by leaders as being at level 3, and some programs attained level 4 on some elements of the rubric. Our goal was 90% at level 4, so this target was NOT MET . We also hoped that 75% of programs would attain and document goals set by their leaders, yet only 66% of programs attained that standard. Use of the rubric did, however, help leaders envisage new ways of moving towards excellence.	1A. Current program leaders should submit an action plan to address two additional elements of the rubric to Katherine by February 28 th , 2023. Kris and Katherine will meet by March 15 th to review action plans and see whether additional support resources need to be assigned to leaders or programs. New Program leaders for PICLCoP & VEIL/COIL will be brought on board using this rubric by June 1 st . DEIB transparency goals will be separated from learning outcome goals. Students' GLUE outcomes will be evaluated separately from students' VEIL/COIL outcomes.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2023
	<p>1B. CILMAR will collaborate with the Institutional Data Analysis + Assessment (IDA+A) office to lead a pilot of ELEVATE – an initiative to support assessment of embedded learning outcomes at the program of study/department level.</p>	<p>1B. The targets for this goal were largely achieved, with one timeline target missed. CILMAR and IDA+A collaborated during the summer with one department of the Polytechnic, delivering three interactive support sessions via Zoom on assessment, intercultural learning & curriculum mapping, so the pilot participation target was MET. However, the department in question found itself unable to complete the required map by the end of the calendar year (NOT MET), moving their completion date to February 1. Lessons were learned (by the support team), and four departments were recruited for ELEVATE projects in calendar year 2023 (MET).</p>	<p>1B. In 2023, CILMAR & IDA+A will support incentivized curriculum mapping projects with at least four new departmental partners; being more intentional and interactive about our curriculum development for faculty seeking to map a curriculum. Our goal for 2023 is to have 50% of curriculum mapping partners complete an intercultural learning +assessment map and for one partner's map to be featured as a public resource in at least one appropriate open-source location (such as the HubICL) by Dec. 1st.</p>
	<p>1C. We will create and disseminate new modular ICL curriculum for use on campus via the Portable Intercultural Modules (PIM) program.</p>	<p>1C. The target of 50% new PIM was MET: 6 new PIM added to 11 already there. The target of embedding PIM in required courses was also MET: PIM were embedded in 7 new courses, several of which are required, and in TA training for BIOL and CS. Additionally, 40 new faculty and staff were given access, and the self-enrollment course "Co-Curricular PIM" was created for use off campus and in co-curricular spaces, linked to CILMAR website, and publicized at conferences. A total of 3125 final PIM capstone assessments were submitted in 2022.</p>	<p>1C. We will continue to expand the PIM menu, adding 6 new modules, working with at least 2 new campus authors. We will shore up current PIM for easier use (labeling, research questions, facilitated options, intros for facilitators), create a PIM guide for use by faculty and curriculum designers, and make a subset of PIM publicly available for open access use.</p>
	<p>1D. The Intercultural Pedagogy Grant (IPG) program will be revised to be more sustainable and efficient in staff labor demands</p>	<p>1D. The revision of the IPG curriculum to maximize efficiency was curtailed because of special circumstances -- an additional late start cohort of participants (NOT MET). Nevertheless, the incorporation of group make-up sessions and implementation of a pilot study requirement has greatly improved the efficiency of the training program and time to completion for many of the participants (MET). The goal of reducing the workload needed to facilitate program completion was thus partially achieved.</p>	<p>1D. Revision of IPG curriculum to maximize efficiency will resume for the coming year. Workshop content will be condensed to reduce the number of overall workshops with the intent of increasing group size of each and thus participant engagement and community building. In parallel, module work will be reduced to improve time to completion without sacrificing quality of the curriculum. Opportunities for make-up sessions will continue to be improved. Notably, IPG will return to being required only for</p>

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			SAIL grantees (not VEIL and COIL), which should simplify the application process and curriculum.
	1E. CILMAR will attempt to gauge more indirect and intangible impacts of our work (particularly outside of programs already measured).	1E. We have re-engaged with IDATA to gauge student dosage of IPG and other CILMAR professional development programs, and these dashboard graphics will be available on our website in the spring after the Analytics staff updates them (target MET). Based on 26 responses to a survey (target MET), CILMAR has been particularly effective in supporting personal IC development and assessment. Almost as significant has been support for curricular innovation and teaching on and off campus. Respondents estimated that through their connection with CILMAR, 9000 people (87% of whom were students) were impacted.	1E. CILMAR will analyze together the data and determine next steps for better gauging indirect and intangible impacts (e.g., ripple effect mapping), and how we use it to better tell CILMAR's story (e.g., on the website, in conferences, through a book). The dashboards will be featured on our website when they are fully connected to data sources.

Goal 2

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

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2023
2A. CILMAR's programs will clearly communicate the intersection of intercultural and diversity, inclusion and belongingness (DEIB) disciplines and structures.	2A. CILMAR staff will collaborate with a DEIB liaison to identify the DEIB learning outcomes of each of our programs and will make those outcomes visible in CILMAR's website and other program documents (syllabi, calls, etc.).	2A. This target was NOT MET . The expected outcome was an item for discussion several times during the year in our staff meetings, but we are not at a point of being able to complete the planned action(s).	2A. We will continue to discuss whether this is a target for 2023 or if the DEIB target has changed as a result of the conversations that we have been having in our staff meetings.
2B,C. The CILMAR team will enact life-long learning, intentional application, and consistent engagement at	2B. CILMAR staff will regularly participate together in professional development activities related to DEIB and to wellbeing. These activities	2B. CILMAR held 29 staff meetings with Professional Development topics during 2022. This does not include individuals that have sought out additional professional development opportunities and then reported back to the staff	2B. We will continue intentionally engaging in and applying learning in this area. CILMAR staff will engage in group professional development activities quarterly. Each event should be followed up by documented group debriefing and action planning.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2023
<p>intercultural-DEIB intersections.</p>	<p>will be consistently followed by intentional application.</p>	<p>as a unit in an effort to share knowledge. The engagement target was MET. Staff report, via SCRAPS, their reflection of and application of the topics discussed. The application target was MET.</p>	
	<p>2C. The CILMAR staff will formally document DEIB personal development goals within Success Factors as part of the annual Performance Evaluation process and will regularly share via SCRAPS and staff meetings what they learn to support group development.</p>	<p>2C. During PD, CILMAR staff had regular "Reflection and Application" sessions to reflect on how they had applied learning in their real-world context (e.g., workplace, research, classroom, personal life) - target MET. Via SCRAPS, CILMAR staff reported application of DEIB as well (MET). Examples of areas of personal growth in DEIB included 1) earning trust with colleagues of color, 2) better understanding of equity needs for various groups and 3) application of DEIB in various contexts, 4) practice-oriented participation in research and other collaborations with colleagues of color, 5) expanding understanding of inclusivity perspectives and 6) strategies on speaking up, and 7) being proactive. All CILMAR staff also documented DEIB personal development goals within Success Factors as part of the annual Performance Evaluation process (MET).</p>	<p>2C. CILMAR staff will share more specific strategies/knowledge/takeaways they implement and how they implement. One suggestion would be to do this monthly for half an hour through written reflections using Whiteboard during PD and document the reflections.</p>
<p>2D. CILMAR will be valued as a partner in fostering diversity, inclusion, and belongingness by colleagues on campus.</p>	<p>2D. CILMAR staff will undertake activities that build trust, demonstrate commitment to DEIB initiatives on campus, amplify partners' messaging, and support structural (including curricular) changes.</p>	<p>2D. Reports of partnerships (consulting, workshops, presentations, amplifying, grants) point to trust and to CILMAR's commitment to DEIB (target MET). Initiatives for structural change involving at least 2 CILMAR staff include JEDI List, System-wide Forum, ExEd, ECoP, PDZ, and conversations with ODIB. However, closer analysis revealed that many partnerships involved the same external partners with different CILMAR staff. For example, CILMAR partnered with AAARCC and BCC multiple times and not at all with other cultural centers.</p>	<p>2D. We will continue to undertake activities that build trust, demonstrate commitment to DEIB, and support structural change, and we will determine a means of assessing our participation and identifying the contribution of the activities.</p>

Goal 3

CILMAR will continually improve the quality and reach of its reputation as an innovative leader in and outside of Purdue.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2023
<p>3A,B. Scholarly productivity of both CILMAR staff and those whose work we have supported will be highly visible.</p>	<p>3A. CILMAR staff will contribute to the production of innovative scholarship.</p>	<p>3A. CILMAR staff received 3 grants/awards (as PI, co-PIs, and evaluation expert); offered 24 external and internal conference presentations/workshops; published 9 journal articles; wrote 5 white papers/reports; submitted 3 manuscripts/conference abstracts; and prepared 2 manuscripts/conference abstracts (target MET).</p>	<p>3A. CILMAR staff will continue to contribute to the production of innovative scholarship, including under-review papers, published papers, conference presentation, white papers, website reports, etc. We may consider setting growth/increase goals rather than minimum bars to reach.</p>
	<p>3B. CILMAR will mentor and incentivize high quality scholarly productivity among external partners.</p>	<p>3B. In 2022, we awarded 8 Seed Grant recipients/teams for their research projects in intercultural learning and DEIB (target MET). In the summer research projects, we mentored 3 undergraduates and 1 graduate student, resulting in 2 under-review journal papers and 1 conference abstract (target MET). In 2022, we had 13 writing group members who were actively engaged in scholarly productivity (MET).</p>	<p>3B. CILMAR staff will discuss strategies (e.g., stakeholder liaison, holiday greeting, monthly reminder to check in with your partners) to manage external partners and promote collaboration based on understanding of partners' needs (e.g., workshop, curriculum, research). Targets may change for this goal given the loss of our Research Specialist and subsequent search for a new CILMAR team member.</p>
<p>3C,D. CILMAR will be a leader in providing professional development in ICL at Purdue and beyond.</p>	<p>3C. CILMAR will complete development of the HubICL Professional Development Zone (PDZ), increase the number of learning "blocks" offered therein, and increase PDZ traffic via a strategic marketing campaign.</p>	<p>3C. Stage 1 of the HubICL PDZ became usable in March 2022 (MET). As of 12/31/2022 there are 39 blocks published and 20 archived (events that were cancelled) in the PDZ (MET). Setting up the PDZ has proven to be work-intensive, with 1285 pageviews of pdz/manage versus 590 pageviews by HubICL account holders. We have also had the contract for Stage 2 development approved and payment is being processed for these improvements to the PDZ functionality.</p>	<p>3C. We need to set reasonable content and usage targets for the PDZ for 2023.</p>
	<p>3D. CILMAR will offer a virtual professional development Step Up Zone institute in summer 2022 that provides</p>	<p>3D. The Step Up Zone was held virtually July 12-28. Sessions included: "Decentering the whiteness of intercultural competence assessment, training & pedagogy,"</p>	<p>3D. Discussions are ongoing as to how we can support others in their conference endeavors rather than offering our own. We plan to concentrate on PDZ content rather than hosting a conference in 2023, although</p>

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2023
	intensive and advanced learning opportunities from high profile external faculty in a financially sustainable model.	facilitated by Dawn F. Stinchcomb and Katherine Yngve; 13 attended Tier 2, and 10 attended Tier 3. "Experiential tools and activities for intercultural/DEIB agility and effectiveness," facilitated by Basma Ibrahim DeVries and Jon DeVries; 8 attended Tier 1, with 7 in Tiers 2 & 3. Six workshops were cancelled. The target was MET but the conference did not prove financially sustainable and will be discontinued.	we may consider a low effort solution such as offering webinars via AAC&U or another external partner.
3E,F. CILMAR will become a trusted source of accessible resources for use at Purdue and beyond.	3E. CILMAR's web presence will provide access to information, teaching tools, and other resources to a larger and more diverse audience. resources for use at Purdue and beyond.	3E. A campaign to widen the audience of Purdue's cultural centers and to provide information on DEIB issues was undertaken 1/1/2022-8/31/2022; however, the campaign was found to be ineffectual, largely due to the location of CILMAR's audience outside of the Greater Lafayette Area, having an audience in the wrong age demographic, and social media logarithms. The target was MET in terms of planned actions, but the desired impact was not reached due to factors beyond our control.	3E. Annette will follow a new social media strategy for 2023. The new plan begun in October 2022 uses Hootsuite to promote the HubICL predominantly and the CILMAR website on Facebook, LinkedIn, and Instagram (when appropriate).
	3F. CILMAR staff, in cooperation with external collaborators and media production units, will create ICL coursework accessible at Purdue via BrightSpace and beyond by institutional licensing.	3F. Creation of media and ICL coursework for the 3-credit version of GLUE was completed and added to Brightspace (target MET). A pilot of the new 3-credit version of GLUE is currently underway. A customized version of the certificate-level GLUE curriculum was piloted in one VEIL program. Small detail revisions of the 1-credit version have been made as needed in the SAIL scholarship course. James Madison University has licensed GLUE for January 2022-December 2024. Four other universities have expressed interest in licensing and met with Kris for demo sessions of the 1 and 3 credit versions (target MET).	3F. Each of the new versions (certificate-level, 1-credit, and 3-credit) of the GLUE curriculum are in need of detailed and rigorous review and revision. Improved course evaluations will also be created to improve quality and type of feedback gathered from students. Test students will be employed to give targeted feedback on each of the three versions of the curriculum. Consultation with Purdue IT's Teaching and Learning Technologies department will continue in an effort to improve student engagement and user experience as regards accessing materials as well as submitting work in various media and modes in Brightspace.

Appendix for Goal 1A. Learning Outcomes Data

Program	2022 Goals	2022 Outcomes	Leader Observations
Worldview Workshops (WW)	75% of Worldview Workshop participants will demonstrate level three empathy and level three self-awareness as measured by the AAC&U Intercultural Knowledge and Competence VALUE Rubric as well as level two cultural diversity as measured by the AAC&U Global Learning VALUE Rubric .	Learning Outcome goals MET . Culture of Evidence Goals were NOT MET . DEIB transparency goals were NOT MET .	We could move this program toward a culture of evidence on all fronts by... 1. Including an assessment report (not just goals) on the webpage for Worldview Workshops and communicating it to participants and in publicity. 2. Getting all participants to own assessment. 3. Comparing assessment across the years.
SAIL	Goal 1: 50% fewer mentored students will exhibit a regression rate than in the previous year (2021). Goal 2: 20% of mentored groups will, in addition to above, exhibit higher mean IDI gain than in the previous year (2021). If attained this will amount to an 8.5-point gain for group-mentored cohorts.	Goal 1: Regression rate from 2021 to 2022 was reduced from 13.33% to 9.25%. NOT MET Goal 2: Average IDI gain for Spring and Fall 2022 was 9.24 pts. MET Culture of Evidence Goals were NOT MET . DEIB transparency goals were NOT MET .	Smaller numbers often result in higher averages. Greater emphasis needs to be placed on IKC rubric competencies and IDC orientations to more consistently impact IDI gains and reduce regression and stasis. (See 2023 Action Plan for goals to improve GLUE curriculum through review and revision.) Goals for regression need to be more clearly defined.
GIL	75% of GIL Fellows will achieve the stated learning for their level in 4 of the 6 target domains on the Intercultural Leadership Matrix : wellbeing, self-awareness, theoretical foundations, assessment and integration of learning, reflection, ownership/self-directed learning.	Goals NOT MET .	Data point to overachievement in some instances, lack of evidence in others. Fellows did not all turn in reflections that spoke to the learning outcomes. Level 1 continues to experience drop out. A new structure for Level 1 and soliciting final reflections through Brightspace quizzes will be explored.
SEED Grants	75% of Seed Grant recipients will demonstrate generation of creative and innovative new knowledge relevant to	Learning Outcome goals were MET . Culture of Evidence Goals were NOT	It may be helpful to develop a more strategic and regular event for the seed

	<p>intercultural competence. Each Seed Grant recipient will complete one white paper, one video presentation, and one conference presentation or journal article. These will be assessed, as categorized by the American Association of Colleges and Universities (AAC&U) Creative Thinking VALUE Rubric, for innovative thinking and for connecting/synthesizing/transforming. In this baseline year of data-analysis for creative quality, the goal will be 75% at level three (high milestone) or above on both items.</p>	<p>MET. DEIB transparency goals were NOT MET.</p>	<p>grant recipients to share their projects with a group of audiences, such as through presentations in PICLCoP, or a thematic research symposium.</p>
<p>Writing Group</p>	<p>75% of participants in the CILMAR Writing Group will demonstrate increased (A) self-efficacy, (B) sense of belonging, and (C) productivity in producing scholarly, evidence-based written products relating to intercultural learning, mentorship, theory and/or pedagogy. Evidence will include: (A) retro pre/post administration of a survey on professional writing self-efficacy and sense of belonging, to include open-ended reflection questions, and (B) completion of at least a first draft of at least one scholarly written product, which may include white papers, research reports, grant proposals or blogs/newsletter articles, as well as dissertations, theses or journal articles.</p>	<p>Learning outcome goals were MET. Culture of Evidence Goals were NOT MET. DEIB transparency goals were NOT MET.</p>	<p>The group members suggested more in-person activities in the future to increase sense of belonging. It may be helpful to share assessment with all stakeholders. For examples, share takeaways and suggestions from the post-program evaluation survey with all members.</p>

IPG	75% of 2020 IPG trainees will (A) demonstrate reflective pedagogy in their Spring 2021 or Summer 2021 courses or programs. Further, 2021 IPG trainees will (B) report increased confidence and self-efficacy in their ability to (1) use backward design, (2) apply intercultural theory in curricular design, (3) identify appropriate assessment tools and activities for intercultural learning, and (4) identify appropriate virtual tools and instructional approaches that address challenges of the virtual classroom.	(B) 2021 trainees reported an increase in confidence and self-efficacy in their ability to (1) use backward design 87.5%, (2) apply IC theory in curricular design 75%, (3) identify appropriate assessment tools and activities for ICL 87.5%, (4) identify appropriate virtual tools and instructional approaches that address challenges of the virtual classroom 87.5%. Learning outcome goals and DEIB transparency goals were MET . Culture of Evidence goals were NOT MET .	Smaller numbers often result in higher averages. Only 8 trainees of 20 who completed submitted a program evaluation. Efforts are being made to improve the response rate for the year 2022. The goals for 2023 need to be more clearly defined. Continued improvements to the curriculum should result in greater comprehension of the concepts being measured thus increasing confidence and self-efficacy scores.
VEIL	VEIL students will exhibit comparable growth on the IDI as study abroad students who complete the GLUE curriculum.	Average IDI gain for VEIL-GLUE was 12.38 pts. Learning outcome goals and DEIB transparency goals were MET . Culture of Evidence goals were NOT MET .	The customizable nature of this program requires customized goals. For example, only 1 VEIL program used GLUE and the IDI last year. Other VEIL programs need to be assessed in other ways.

Appendix for Goal 1C. List of new Portable Intercultural Modules (PIM)

#	Module	Key Learning Outcomes	Description	Additional Notes
7	Why "Lazy Susan"?: Connecting through Languages & Food	Communication Self-Awareness	Short videos and playful activities in which learners engage with peers enhance awareness of own and others' language, food, and holidays.	Especially good for first-year college students.
8	What's in a Name?: On Naming and Intercultural Curiosity	Curiosity Worldview Frameworks	Provides choice of videos and student recordings for learning about naming practices and how people make meaning of their names. Engages students in exploring their own name/s and naming traditions.	Offers optional activity for instructor or facilitator to lead with learners. Could serve as early semester icebreaker preparation.
9	Psychological Safety in Global Virtual Teams	Communication Empathy	Videos, an EQ survey, and article summaries take learners from an introduction to psychological safety to strategies for creating psychological safety on global virtual teams.	This is a more advanced module that requires some reading. Although focused on global virtual teams, it teaches concepts and strategies that are applicable in any teaming situation.
10	Plan for Your Leadership Development	Self-Awareness Ownership	Using videos, quizzes, and assignments, introduces the concept of transformational leadership and guides students through a scaffolded development of their own unique plan for leadership development.	Applicable for all levels of learners and in both the curricular and co-curricular spaces.
11	Tricky Communication: Intent vs. Impact	Communication Actions/Responses (Champlain College DEI Rubric)	Addressing oral, non-verbal, and written communication, sensitizes learners to biases that can lead to unintended negative impacts and teaches strategies for addressing challenges whether one is on the giving or receiving end of a communication.	Applicable in both curricular and co-curricular spaces. Includes video on microaggressions.
12	A Deep Dive into Empathy	Empathy Self-Awareness	Uses abilities examples (e.g., "inspiration porn), videos, and clips from popular movies to analyze and critique concepts and uses of empathy. Supports learners to identify effective empathy-related approaches and to reflect on their own empathic strengths and challenges.	Released beta version for one course; finishing one video before full release.

Appendix for Goal 3C. HubICL analytics.

Users, members & referrals

- The HubICL had 3,927 account holders as of 12/31/2022.
- There were 80,819 pageviews of the HubICL in 2022, down from 110,708 in 2021 and down from 146,937 in 2020 (pandemic-related).
- The HubICL had an average of 861 users per month on weekdays/40 users per weekday in 2022, compared to 991/46 in 2021 and 1092/51 in 2020.
- 2,830 users arrived at the HubICL from referrals on other websites—889 (28%) from Facebook, 174 (5%) from LinkedIn (campaign begun in 10/2022)
- Our best external partner remains True North Intercultural with 33 (1%) referrals.

Tools with 300+ pageviews

Pageviews	Tool Title	Toolbox #
357	Ethics Across the IDC Activity	862
326	Accident Exercise, An	234
319	Intercultural Attitudes, Skills, and Knowledge Short Scale PLUS - ASKS 2+	284

Collections with 100+ pageviews (collections had 3000+ pageviews total)

Collection Title	Pageviews	Author
The Pendulum Model	218	Kris Acheson-Clair
Equity-Centered Assessment Instruments	130	Katherine Yngve

Publications with 100+ pageviews

Pageview	Title	Publication #
244	Instructor Manual: Transculturation in Introductory Composition	162
172	Representing the Intercultural Development Continuum as a Pendulum	3
142	Individualized Worksheet for the IDC Pendulum (Acheson & Schneider-Bean, 2019)	19

YouTube Videos with 1000+ views

Channel	Video title	Views	Average view duration	Average percentage viewed (%)
CILMAR	Kathryn Sorrell's Intercultural Praxis Model	1375	0:03:06	62.3
CILMAR	CoS Learn to Be Debrief	1019	0:03:36	35.84