

FORMATIVE ASSESSMENT SHORT SCALES FOR GLOBAL COMPETENCY

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CILMAR STEP UP ZONE - TIER 2

Overview

Formative Assessment Short Scales

- What are the Short Scales?
- Why are they valuable/important?
- How can faculty & professionals employ the Short Scales in assessment/evaluation practice?

Short Scales Overview

What are the Short Scales?

- **Assess value and internalization of behaviors**
 - Intercultural Knowledge & Competence
 - *Openness*
 - Civic Engagement
 - *Civic Identity and Commitment*
 - Global Learning
 - *Global self-awareness*
- **Quantitative and Qualitative**
 - Intercultural Attitudes Skills and Knowledge Short Scale (ASKS)
 - ASKS² & ASKS²⁺ (14 items)
 - Civic Engagement Short Scales (CES)
 - CES² & CES²⁺ (14 items)
 - Global Learning Short Scale (GLS)
 - GLS² & GLS²⁺ (12 items)

Short Scale Overview

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S²)		CONSTRUCTS KEY					
		1: not at all	2: low degree	3: somewhat low degree	4: somewhat high degree	5: high degree	6: very high degree
		I am not aware of or do not recognize this behavior.	I am only aware of and recognize this behavior.	I cooperate or comply with this behavior if required by others.	I recognize the value of and prefer this behavior.	This behavior is an important priority to me.	This behavior is natural to me, is habitual to me, and embodies who I am.
1.	I welcome and initiate interactions with people who are culturally different from me.	ATTITUDE: OPENNESS					
2.	I reserve judgment during interactions with people culturally different from me.	ATTITUDE: OPENNESS					
3.	I ask questions about other cultures different than my own.	ATTITUDE: CURIOSITY					
4.	I seek answers to questions about cultural differences.	ATTITUDE: CURIOSITY					
5.	I understand differences in forms of verbal communication in different cultures.	SKILL: COMMUNICATION					
6.	I understand differences in forms of non-verbal communication in different cultures.	SKILL: COMMUNICATION					
7.	I use a world view different from my own to interpret the views and actions of persons from different cultures.	SKILL: EMPATHY					
8.	I act in a supportive way that recognizes the feelings of other cultural groups.	SKILL: EMPATHY					
9.	I understand the importance of politics, history, beliefs, values, economics and communication styles to members of other cultural groups.	KNOWLEDGE: WORLDVIEW					
10.	I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics of other cultural groups.	KNOWLEDGE: WORLDVIEW					
11.	I am aware of my own cultural rules and biases.	KNOWLEDGE: SELF-AWARENESS					
12.	I can describe my personal cultural rules and biases.	KNOWLEDGE: SELF-AWARENESS					
13.	I actively seek to improve my understanding of the complicated differences between cultures.	KNOWLEDGE: SELF-AWARENESS					
14.	I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	KNOWLEDGE: SELF-AWARENESS					

Short Scale Overview

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE PLUS (A.S.K.S²⁺)

BEFORE EXPERIENCE

Select items from numbers 1 to 14 (from the previous page) that you believe are most relevant to you. In the three spaces below, list the top three, with the first item to be most relevant to you in space one, the second item the next most relevant in space two, and the third most relevant item in space three. Write four concise sentences explaining the following:

1. *Describe the experience*
2. *Interpret the experience: explain what the experience meant to you*
3. *Evaluate the experience: appraise the quality, value or the importance of an expected experience (pre-survey)*
4. *Provide a goal statement: what you will do during this trip, assignment, or experience to develop the specific behavior or experience you identified for the statement*

First Relevance: Item #

- 1.
- 2.
- 3.
- 4.

Second Relevance: Item #

- 1.
- 2.
- 3.
- 4.

Third Relevance: Item #

- 1.
- 2.
- 3.
- 4.

Short Scales Overview

What are the Short Scales?

- **Based on AAC&U VALUE Rubrics** (Rhodes, 2009; Rhodes & Finley, 2013)
 - Intercultural Knowledge & Competence VALUE Rubric
 - Civic Engagement VALUE Rubric
 - Global Learning VALUE Rubric

- **Bloom's Affective Domain**

- **Independent and Overlapping Components/Constructs**
 - Troika Venn Model

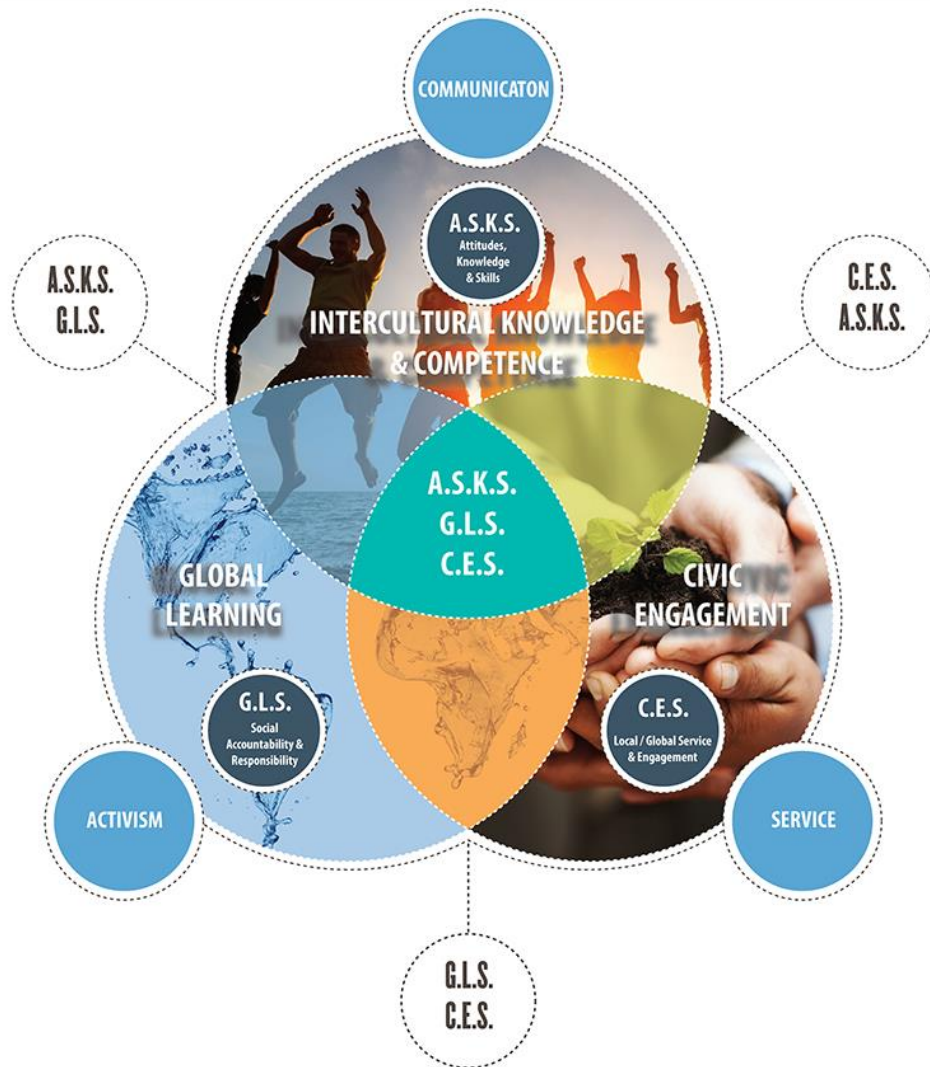
Bloom's Affective Domain

Bloom's Affective Domain

Likert Scale

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
No Awareness	Receiving	Responding	Valuing	Organizing	Internalizing					
I see no value	What is it?	Why care about it?	Why is it important?	How important is it? Describe the level of importance to you	Is it characteristic of who I am?					
Nothing learned	I learned it is what? What was learned?	I learned it when? When was it learned?	I learned it matters because... Why does it matter?	As a result I will do this... My resulting behaviors are...	As a result I will do this... My resulting behaviors are...					
No Awareness Not recognized	Aware and recognize	Cooperative and compliant	Value and prefer	Important priority	Natural and habitual					
Not open to experience	Open to the experience	Engage in the experience	Cultivates the experience as valuable	Manages and prioritizes the value of experience	Use the experience in personal development					
Not willing to experience	Willing to experience	Willing and compliant Responsive to the experience	Accepts the experience as worthwhile	Organize the experience into a hierarchy of importance	Integrates into philosophies and life views					
Not willing to listen	Willing to listen	Volunteers involvement	Maintains involvement	Integrates involvement into behavior	Committed to involvement					

TROIKA VENN MODEL



Components and Corresponding AAC&U VALUE Rubric

Global Learning Components	AAC&U VALUE Rubric
1. Curiosity	Intercultural Knowledge and Competence (IKC)
2. Openness	
3. Self-awareness	
4. Cultural worldview frameworks	
5. Empathy	
6. Verbal and nonverbal communication	
7. Diversity of communities and cultures	
8. Analysis of knowledge	
9. Civic identity and commitment	
10. Civic communication	
11. Civic action and reflection	
12. Civic contexts/structures	Global learning (GL)
13. Global self-awareness	
14. Perspective-taking	
15. Cultural diversity	
16. Personal and social responsibility	
17. Understanding global systems	
18. Applying knowledge to contemporary global contexts	

Value and Importance

Why are the Short Scales Valuable?

Value & Importance

Why are the Short Scales Valuable?

- **Opportunities for Reflection and Growth**
 - Participants
 - Program Coordinators/Faculty

- **Developing and evaluating program outcomes and transformation**
 - Aligning assignments and activities with outcomes

Value & Importance

Why are the Short Scales Valuable?

- **Not just about Pre - Post but throughout program/experience**
 - Before Experience
 - **In Retrospect -**
 - After Experience

- **Documenting Change**
 - How change happened if at all?
 - What factors facilitated change and outcomes achieved (or not)?
 - Why was the program effective?

- **Used in conjunction with summative assessments**
 - For Example: ASKS and IDI or CQ

Using the Short Scales

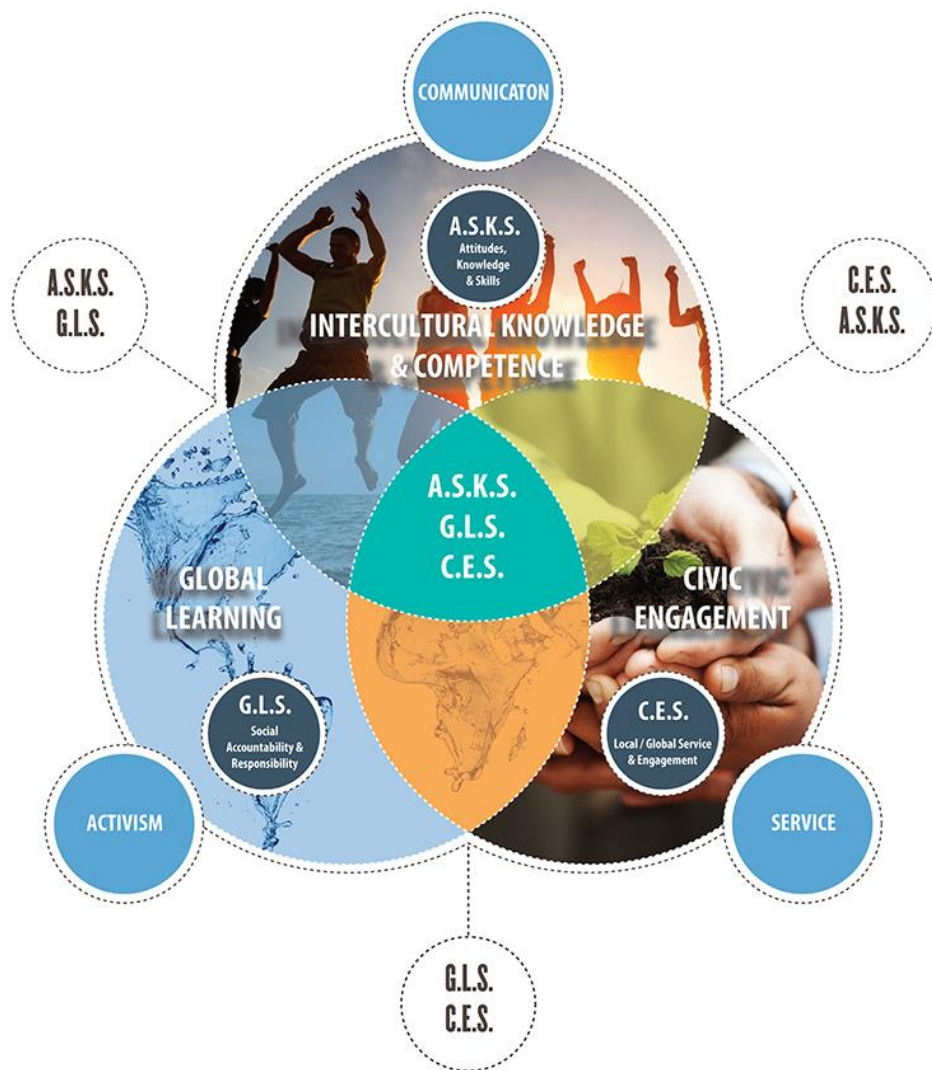
How can faculty & professionals employ the Short Scales in assessment/evaluation practice?

Using the Short Scales

Planning and evaluating program outcomes - documenting change

- What do you want participants to be able to do at the end of the program/experience?
- What cognitive, affective and/or behavioral qualities do you want participants to take away from the program/experience?
- What assignments and/or activities do you have or need to develop to meet anticipated program outcomes?

TROIKA VENN MODEL



Components and Corresponding AAC&U VALUE Rubric

Global Learning Components	AAC&U VALUE Rubric
1. Curiosity	Intercultural Knowledge and Competence (IKC)
2. Openness	
3. Self-awareness	
4. Cultural worldview frameworks	
5. Empathy	
6. Verbal and nonverbal communication	
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8. Analysis of knowledge	
9. Civic identity and commitment	
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11. Civic action and reflection	
12. Civic contexts/structures	Global learning (GL)
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14. Perspective-taking	
15. Cultural diversity	
16. Personal and social responsibility	
17. Understanding global systems	
18. Applying knowledge to contemporary global contexts	

Using the Short Scales

Assessing value and internalization

- **Choosing the Short Scale**
 - ASKS² & ASKS²⁺
 - CES² & CES²⁺
 - GLS² & GLS²⁺

- **When to Administer**
 - PRE - POST
 - IN RETROSPECT - POST
 - PRE - IN RETROSPECT - POST
 - POST
 - IN RETROSPECT - POST

Using the Short Scales

GLOBAL LEARNING SHORT SCALE (G.L.S²)

BEFORE EXPERIENCE

As you begin this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

AS YOU BEGIN...

	1: not at all	2: low degree	3: somewhat low degree	4: somewhat high degree	5: high degree	6: very high degree
	I am not aware of or do not recognize this behavior.	I am only aware of and recognize this behavior.	I cooperate or comply with this behavior if required by others.	I recognize the value of and prefer this behavior.	This behavior is an important priority to me.	This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how MY local actions toward the natural and human world can have a global impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I ask questions without making judgements about people from other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I discuss the importance of ethics and moral reasoning in a society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I examine different ways I can contribute to the local, national and global society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the Short Scales

GLOBAL LEARNING SHORT SCALE (G.L.S²)

IN RETROSPECT

Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

REFLECTING BACK...	1: not at all I am not aware of or do not recognize this behavior.	2: low degree I am only aware of and recognize this behavior.	3: somewhat low degree I cooperate or comply with this behavior if required by others.	4: somewhat high degree I recognize the value of and prefer this behavior.	5: high degree This behavior is an important priority to me.	6: very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how MY local actions toward the natural and human world can have a global impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I examine the influence of power structures in society to understand inequalities among different groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I ask questions without making judgements about people from other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I discuss the importance of ethics and moral reasoning in a society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I examine different ways I can contribute to the local, national and global society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I identify the interrelationships among global systems to formulate solutions for change in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the Short Scales

GLOBAL LEARNING SHORT SCALE (G.LS²)

AFTER THE EXPERIENCE

As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents behaviors you adopted/developed by participating in the global learning activities:

As a result of participating in this experience I am able to:

	1: not at all I am not aware of or do not recognize this behavior.	2: low degree I am only aware of and recognize this behavior.	3: somewhat low degree I cooperate or comply with this behavior if required by others.	4: somewhat high degree I recognize the value of and prefer this behavior.	5: high degree This behavior is an important priority to me.	6: very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. Reflect on how MY local actions toward the natural and human world can have a global impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Reflect on how OTHERS specific local actions toward the human and natural world can have a global impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Consider different cultural, personal, and social perspectives to understand natural and human systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Consider different disciplinary, environmental, local and global perspectives to understand natural and human systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Examine the influence of power structures in society to understand inequalities among different groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ask questions without making judgements about people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Discuss the importance of ethics and moral reasoning in a society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Examine different ways I can contribute to the local, national and global society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identify the interrelationships among global systems to formulate solutions for change in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Collaborate with others from different backgrounds to formulate practical solutions to challenges in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Use my knowledge about historical and contemporary challenges in society to formulate practical solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the Short Scales

GLOBAL LEARNING SHORT SCALE (G.L.S²)

CONSTRUCTS KEY

	1: not at all	2: low degree	3: somewhat low degree	4: somewhat high degree	5: high degree	6: very high degree
	I am not aware of or do not recognize this behavior.	I am only aware of and recognize this behavior.	I cooperate or comply with this behavior if required by others.	I recognize the value of and prefer this behavior.	This behavior is an important priority to me.	This behavior is natural to me, is habitual to me, and embodies who I am.
1. I reflect on how MY local actions toward the natural and human world can have a global impact.	GLOBAL SELF-AWARENESS					
2. I reflect on how OTHERS specific local actions toward the human and natural world can have a global impact.	GLOBAL SELF-AWARENESS					
3. I consider different cultural, personal, and social perspectives to understand natural and human systems.	PERSPECTIVE TAKING					
4. I consider different disciplinary, environmental, local and global perspectives to understand natural and human systems.	PERSPECTIVE TAKING					
5. I examine the influence of power structures in society to understand the inequalities among different groups.	CULTURAL DIVERSITY					
6. I ask questions without making judgements about people from other cultures.	CULTURAL DIVERSITY					
7. I discuss the importance of ethics and moral reasoning in a society.	PERSONAL AND SOCIAL RESPONSIBILITY					
8. I examine different ways I can contribute to the local, national and global society.	PERSONAL AND SOCIAL RESPONSIBILITY					
9. I differentiate the effects of the natural (physical, biological, chemical, etc.) and human (economic, political, historical, etc.) systems on the access of resources for people.	UNDERSTANDING GLOBAL SYSTEMS					
10. I identify the interrelationships among global systems to formulate solutions for change in society.	UNDERSTANDING GLOBAL SYSTEMS					
11. I collaborate with others from different backgrounds to formulate practical solutions to challenges in society.	APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS					
12. I use my knowledge about historical and contemporary challenges in society to formulate practical solutions.	APPLYING KNOWLEDGE TO CONTEMPORARY GLOBAL CONTEXTS					

Using the Short Scales

Electronic administration with
participant feedback and report

Using the Short Scales

Thank you for your response. Below is your score report:

Category	Average Score
Attitude:	3.25
Skill:	2.5
Knowledge:	3
Overall Score:	2.9285714285714

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ResponseID: R_2PzXTuvmZuZ4qVr
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#DistributeSection, ResultsURL#: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fpurdue.cal.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_eeMkruhLBd9FoFf%26R%3DR_2PzXTuvmZuZ4qVr&toke

#DistributeSection, ResponseSummary#:

If you agree to the above terms, please provide your email address to receive a response report:
hholgate@purdue.edu

At which point in your experience are you taking this survey?
Before experience

Please respond to the following statements using the 6-point scale by rating the degree to which the statement represents your behaviors:

1. I welcome interactions with people who are culturally different from me.
3 - Somewhat Low Degree
2. I reserve judgment during interactions with people culturally different from me.
2 - Low Degree
3. I ask questions about other cultures different than my own.
4 - Somewhat High Degree
4. I seek answers to questions about cultural differences.
4 - Somewhat High Degree
5. I understand differences in forms of <u>verbal communication</u> in different cultures.
2 - Low Degree
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.
2 - Low Degree
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.
3 - Somewhat Low Degree
8. I act in a supportive way that recognizes the feelings of different cultural groups.
3 - Somewhat Low Degree
9. I understand the importance of politics, history, beliefs, values, economics and communication styles to members of different cultural groups.
3 - Somewhat Low Degree
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.
3 - Somewhat Low Degree
11. I am aware of my own cultural rules and biases.
3 - Somewhat Low Degree
12. I can describe my personal cultural rules and biases.
2 - Low Degree
13. I actively seek to improve my understanding of the complicated differences among cultures.
4 - Somewhat High Degree
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.
3 - Somewhat Low Degree

Using the Short Scales

Dear Global Learning Scale respondent,

Thank you for completing the Global Learning Scale in Qualtrics. Global Learning is a complex construct that encompasses a number of more concrete attitudes, knowledge and skills. For more information about this construct, see the VALUE rubric for Global Learning on the website of the American Association of Colleges and Universities at www.aacu.org/value.

Your scores on the Global Learning Scale are:

- Global Self-Awareness - 5
- Perspective-Taking - 7
- Personal and Social Responsibility - 7
- Cultural Diversity - 3
- Understanding Global Systems - 4
- Applying Knowledge to Contemporary Global Contexts - 3

There are 12 items on this scale, with responses ranging from Not at All (1 point) to Very High Degree (6 points). Each subscale has two items, and your score in that area is a combination of your responses to those two items, so scores will range from 2 to 12 in each area.

It may be useful for you to reflect on the following questions with regard to your scores on this instrument:

1. How do you feel about your scores? How well do you think it captures your current knowledge, skills, and attitudes relevant to Global Learning? Are you content with where you are spectrum (from 2 to 12) in these six areas?
2. What life experiences, aspects of your cultural upbringing, and personality characteristics do you think have shaped the picture of you reflected by the Global Learning Scale?
3. Which areas show the most room for improvement (your lowest scores)? How might you work towards that growth during your upcoming learning experience (course, program, etc.)?

References

- Holgate, HA; Parker, H; Calahan, CA (2020). Assessing global competency in diverse learning environments. In Namaste, N., & Sturgill, A. (Eds.). Mind the gap: Global learning at home and abroad. (pp. 163-175).
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- Rhodes, T. (2009). Assessing outcomes and improving achievement: Tips and tools for using the rubrics. Washington DC: Association of American Colleges & Universities.

THANK YOU

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<https://www.purdue.edu/cie/globallearning/assessments.html>



<https://hubicl.org/>