REPORT SUMMARY

**Analyze & Act**

The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thought into action.

**MEAN SCALE SCORES**

(Scale of 150–180)

The mean scale scores and proficiency levels for the Reporting Group and Comparison Group are shown on the right.

Proficiency level information and additional reporting details on the Analyze & Act portion of the assessment start on page 2.

**REPORTING GROUP** 166.5

Proficient

**COMPARISON GROUP** 164.3

Proficient

**Response Categories and Percentages**

The percentage of students whose responses were categorized as suggesting High, Neutral or Low levels of positivity to cross-cultural interactions are shown to the right for the Reporting Group and Comparison Group.

Mean scaled scores and additional reporting details on the Approach portion of the assessment start on page 5.

**REPORTING GROUP**

HIGH 28%

LOW 28%

NEUTRAL 44%

**COMPARISON GROUP**

HIGH 28%

LOW 28%

NEUTRAL 44%
**ANALYZE & ACT**

**INDIVIDUAL STUDENTS’ SCALED SCORES**

The histograms below show the distribution of individual students’ scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

**REPORTING GROUP**

![Histogram for Reporting Group](image)

**COMPARISON GROUP**

![Histogram for Comparison Group](image)

Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

**PROFICIENCY LEVELS**

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.

**REPORTING GROUP**

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Developing (150–157)</td>
<td>28%</td>
</tr>
<tr>
<td>Proficient (158–174)</td>
<td>60%</td>
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<tr>
<td>Advanced (175–180)</td>
<td>12%</td>
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**COMPARISON GROUP**

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Developing (150–157)</td>
<td>15%</td>
</tr>
<tr>
<td>Proficient (158–174)</td>
<td>71%</td>
</tr>
<tr>
<td>Advanced (175–180)</td>
<td>14%</td>
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See [www.ets.org/heighten/icdproficiency](http://www.ets.org/heighten/icdproficiency) for the complete descriptions.

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**PROFICIENCY LEVEL DESCRIPTIONS**

In responding to descriptions of interactions with culturally different others, test takers at this level are:

**DEVELOPING (150–157)**

Not very aware of/able to identify:

- the impact of their own culture, values, preferences, and previous experiences on their cognitive, emotional and behavioral responses
- how certain behaviors or actions may be interpreted by other people
- how nonverbal behaviors or cues may signal certain feelings, thoughts or intentions
- others’ responses to their own actions and signals
- others’ physical, verbal and nonverbal behaviors and cues during a social interaction
- others’ potential viewpoints
- how preconceived judgments and stereotyped thinking can interfere with information processing
- how to use declarative cultural knowledge to enhance interactions (with culturally different others)
- the importance of monitoring and revising personal behavior to engage in culturally appropriate behavior and to avoid culturally inappropriate behavior
- the importance of monitoring and revising emotions in an automatic or controlled manner

**PROFICIENT (158–174)**

Moderately aware of/able to identify:

**ADVANCED (175–180)**

Highly aware of/able to identify:

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Report excludes students who completed fewer than 75 percent of the Analyze/Act or Approach test questions. See roster for list of students.

For more information about your score report, please go to [http://www.ets.org/heighten/scores](http://www.ets.org/heighten/scores). For additional resources, go to [http://www.ets.org/heighten](http://www.ets.org/heighten).
Analyze & Act

INSTITUTIONS’ ANALYZE & ACT SCALED SCORE AND SUBSCORE MEANS

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a “box-and-whisker” graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the “box”) shows the range of the middle 50 percent of the institutions. The black horizontal lines (the “whiskers”) extend to the range of the middle 80 percent. The vertical line through the box indicates the median — the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions’ mean scores.

ANALYZE & ACT SCALED SCORES (Scale of 150–180)

150 152 154 156 158 160 162 164 166 168 170 172 174 176 178 180

SUBSCORES (Scale of 1–10)

Self-Awareness
Understanding the impact that one’s own culture, values, preferences and previous experiences has on cognitive, emotional and behavioral responses.

Cultural Knowledge Application
Utilizing relevant declarative cultural knowledge in an interaction.

Suspending Judgment/Perspective Taking
Active consideration of others’ potential viewpoints and active refraining of preconceived cultural schema interfering with information processing.

Social Monitoring
Awareness of physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others’ responses to one’s own actions and signals.

ANALYZE & ACT SCALED SCORES

Reporting Group: Mean Scaled Score

Mean of Institutional Mean Scores in Comparison Group

Median of Institutional Mean Scores in Comparison Group

Middle 50% of Institutional Mean Scores in Comparison Group

Middle 80% of Institutional Mean Scores in Comparison Group

REPORT Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who completed fewer than 75 percent of the Analyze/Act or Approach test questions. See roster for list of students.

For more information about your score report, please go to http://www.ets.org/heighten/scores. For additional resources, go to http://www.ets.org/heighten.

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Analyze & Act

INSTITUTIONS’ ANALYZE & ACT SCALED SCORE AND SUBSCORE MEANS

Emotion Regulation
Ability to monitor and revise emotions in an automatic or controlled manner.

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Behavior Regulation
Active monitoring and revision of personal behavior to engage in culturally appropriate behavior and avoid engaging in culturally inappropriate behavior.

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EMOTION REGULATION SCORES

- Reporting Group: Mean Scaled Score 4.6
- Comparison Group: Mean of Institutional Mean Scores 4.8
- Comparison Group: Median of Institutional Means 5.1
- Comparison Group: Middle 50% of Institutional Means 4.7–5.3
- Comparison Group: Middle 80% of Institutional Mean 4.2–5.8

BEHAVIOR REGULATION SCORES

- Reporting Group: Mean Scaled Score 4.6
- Comparison Group: Mean of Institutional Mean Scores 4.8
- Comparison Group: Median of Institutional Means 5.1
- Comparison Group: Middle 50% of Institutional Means 4.7–5.3
- Comparison Group: Middle 80% of Institutional Mean 4.2–5.8

Report Filters

Major: All   |   Class Level (Credit Hours): All

Report excludes students who completed fewer than 75 percent of the Analyze/Act or Approach test questions. See roster for list of students.

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REPORTING GROUP:
Cohort: 2017 Seniors  
Close Date: 08/12/2018  
Students Tested: 1,345  
Records Excluded: 34  
Students Included in Report: 1,311  
(See bottom of report to view filters applied.)

COMPARISON GROUP:
Comparison Group: All Institutions  
Institutions: 35  
Students Included in Report: 2,500

APPROACH LEVEL DESCRIPTIONS
Scores on the Approach dimension reflect test takers' views of themselves. Test takers are divided into three groups based on their self-reported reactions to hypothetical situations.

Note: Scores may not reflect how individuals will actually respond or perform in real-world situations.

The three groups are:

- **LOW** (90–104)  
  View themselves not very capable of:

- **NEUTRAL** (105–131)  
  View themselves moderately capable of:

- **HIGH** (132–150)  
  View themselves very capable of:

  - adapting to and navigating cross-cultural environments
  - communicating with and understanding the intentions and viewpoints of culturally different others
  - facing/dealing with ambiguous circumstances or situations that do not have clear outcomes
  - responding to cross-cultural interactions in a positive way

APPROACH LEVELS
The pie charts below show the percentage of test takers whose responses, overall, were categorized as Low, Neutral or High.

**REPORTING GROUP**
- HIGH: 28%
- NEUTRAL: 44%
- LOW: 28%

**COMPARISON GROUP**
- HIGH: 28%
- NEUTRAL: 44%
- LOW: 28%
INSTITUTIONAL SCORE REPORT
REPORT DATE: 11/23/2016

INSTITUTIONS' APPROACH SCALED SCORE AND SUBSCORE MEANS

APPROACH SCALED SCORES (Scale of 90–150)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Reporting Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Mean Scaled Score 163.5</td>
<td>Mean of Institutional Mean Scores 165.3</td>
</tr>
<tr>
<td>105</td>
<td></td>
<td>Median of Institutional Means 165.7</td>
</tr>
<tr>
<td>120</td>
<td></td>
<td>Middle 50% of Institutional Means 163.7–166.5</td>
</tr>
<tr>
<td>145</td>
<td></td>
<td>Middle 80% of Institutional Mean 161.3–167.8</td>
</tr>
</tbody>
</table>

SUBSCORES (Scale of 9–15)

Positive Cultural Orientation
The evaluation of cross-cultural situations as favorable.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Reporting Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mean Scaled Score 12.0</td>
<td>Mean of Institutional Mean Scores 12.0</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Median of Institutional Means 12.0</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Middle 50% of Institutional Means 11.8–12.3</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Middle 80% of Institutional Mean 11.7–12.5</td>
</tr>
</tbody>
</table>

Cultural Self-Efficacy
The belief that one can successfully engage in cross-cultural situations.

<table>
<thead>
<tr>
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<th>Reporting Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mean Scaled Score 12.0</td>
<td>Mean of Institutional Mean Scores 12.0</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Median of Institutional Means 12.0</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Middle 50% of Institutional Means 11.8–12.5</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Middle 80% of Institutional Mean 11.7–12.4</td>
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</tbody>
</table>

Note: Scores for Tolerance for Ambiguity, a part of the Approach dimension, are not reported. The reliability of these scores does not meet ETS standards of quality.