

**Name of Institution**

City, State  
Country  
Test: **HEIghten® Intercultural Competency & Diversity**

**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

**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**

**Approach**

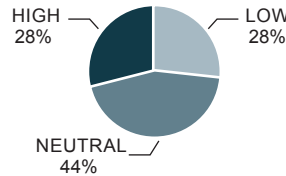
The overall positivity with which an individual views and responds to cross-cultural interactions.

**RESPONSE CATEGORIES AND PERCENTAGES**

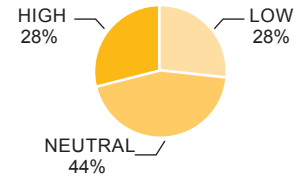
The percentage of students whose responses were categorized as suggesting High, Neutral or Low levels of positivity to cross-cultural interactions are shown to the right for the Reporting Group and Comparison Group.

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

**REPORTING GROUP**



**COMPARISON GROUP**



See page 5 for level descriptions.

**Report Filters**

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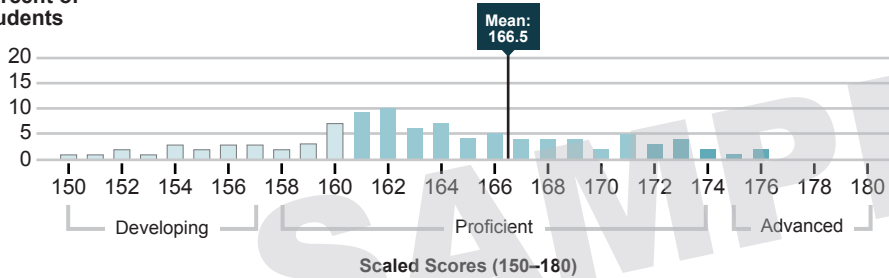
**ANALYZE & ACT**

**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**

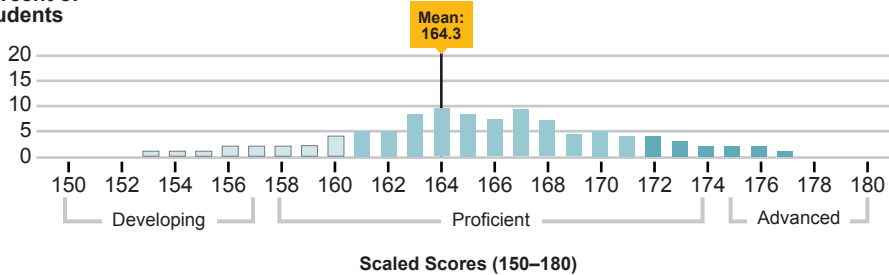
Percent of students



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.

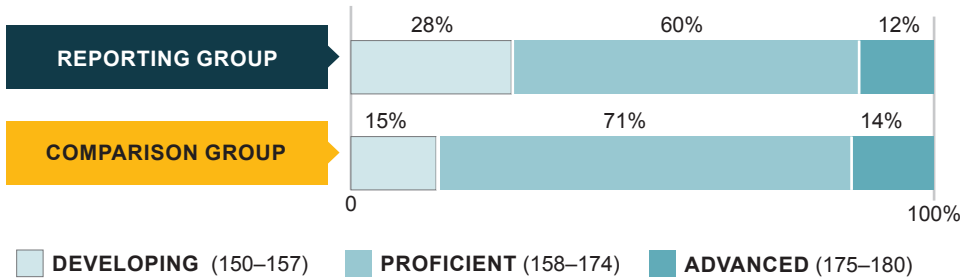
**COMPARISON GROUP**

Percent of students



**PROFICIENCY LEVELS**

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



**PROFICIENCY LEVEL DESCRIPTIONS**

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

DEVELOPING (150-157)	PROFICIENT (158-174)	ADVANCED (175-180)
<b>Not very</b> aware of/able to identify:	<b>Moderately</b> aware of/able to identify:	<b>Highly</b> 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

See [www.ets.org/heighten/icdproficiency](http://www.ets.org/heighten/icdproficiency) for the complete descriptions.

**Report Filters**

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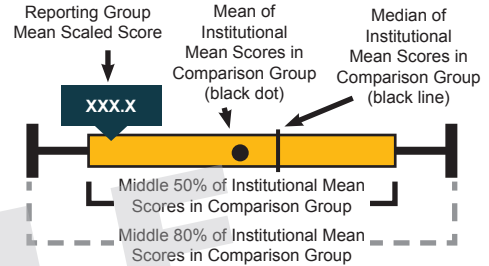
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**Analyze & Act**

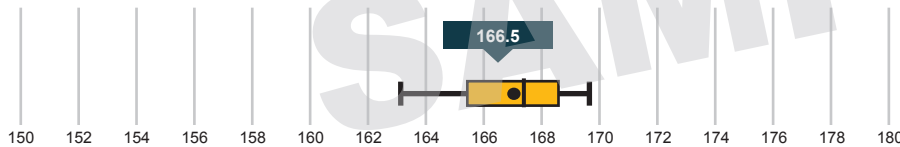
**INSTITUTIONS' ANALYZE & ACT SCALED SCORE AND SUBSCORE MEANS**

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)**



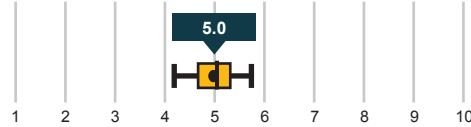
**ANALYZE & ACT SCALED SCORES**

Reporting Group: Mean Scaled Score	163.5
Comparison Group: Mean of Institutional Mean Scores	165.3
Comparison Group: Median of Institutional Means	165.7
Comparison Group: Middle 50% of Institutional Means	163.7–166.5
Comparison Group: Middle 80% of Institutional Mean	161.3–167.8

**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.

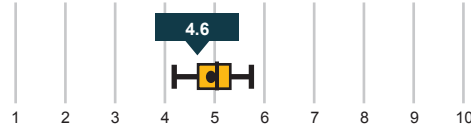


**SELF-AWARENESS SCORES**

Reporting Group: Mean Scaled Score	5.0
Comparison Group: Mean of Institutional Mean Scores	4.9
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

**Cultural Knowledge Application**

Utilizing relevant declarative cultural knowledge in an interaction.

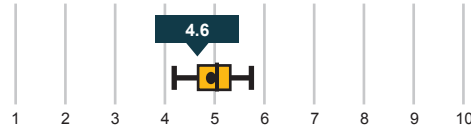


**CULTURAL KNOWLEDGE APPLICATION SCORES**

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

**Suspending Judgment/Perspective Taking**

Active consideration of others' potential viewpoints and active refrainment of preconceived cultural schema interfering with information processing.

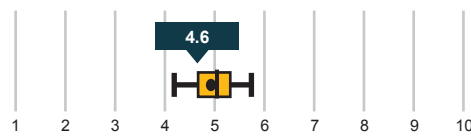


**SUSPENDING JUDGMENT/PERSPECTIVE TAKING SCORES**

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

**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.



**SOCIAL MONITORING 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
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Continued...

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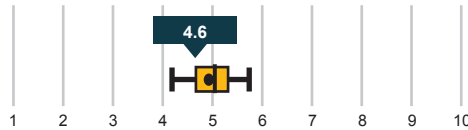
**Analyze & Act**

**INSTITUTIONS' ANALYZE & ACT SCALED SCORE AND SUBSCORE MEANS**

**SUBSCORES CONTINUED (Scale of 1–10)**

**Emotion Regulation**

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

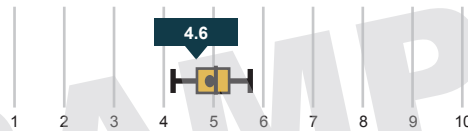


**EMOTION REGULATION SCORES**

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
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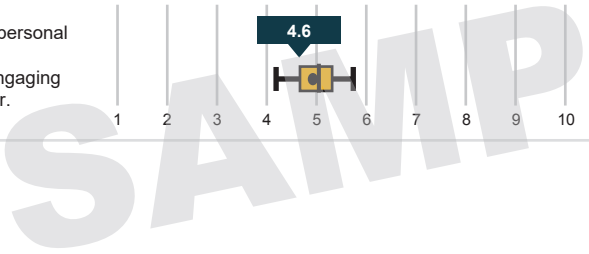
**Behavior Regulation**

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



**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



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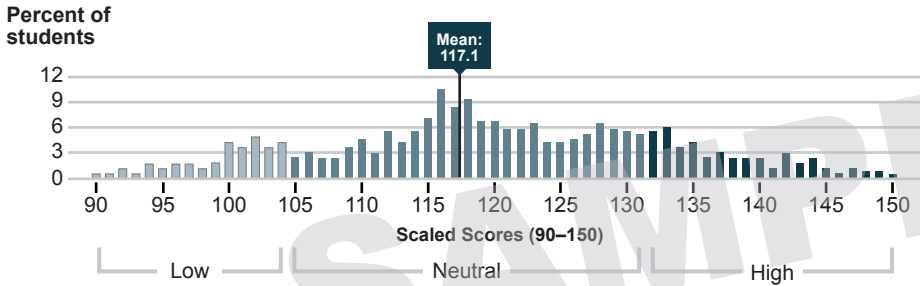
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Approach

INDIVIDUAL STUDENTS' SCALED SCORES

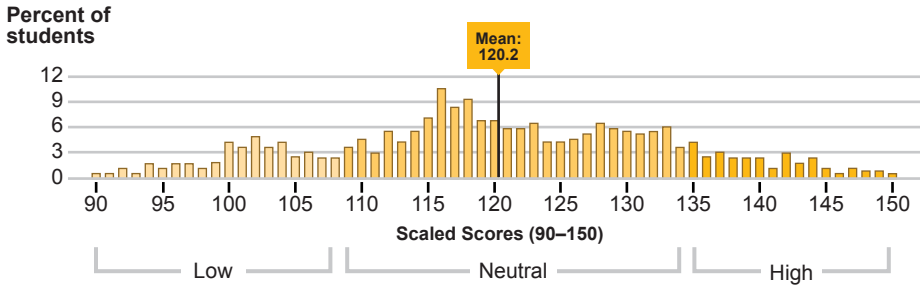
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REPORTING GROUP



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COMPARISON GROUP



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)	NEUTRAL (105-131)	HIGH (132-150)
View themselves as <b>not very capable</b> of:	View themselves as <b>moderately capable</b> of:	View themselves as <b>very capable</b> of:

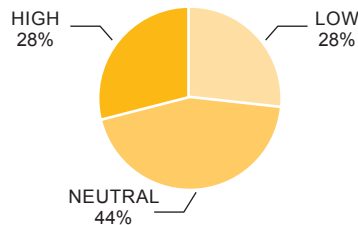
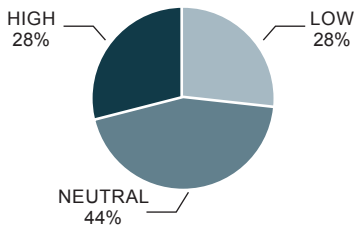
- adapting to and navigating cross-cultural environments
- communicating with and understanding the intentions and viewpoints of culturally different others
- facing/dealing with ambiguous circumstances or situations that do not have clear outcomes
- responding to cross-cultural interactions in a positive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

COMPARISON GROUP



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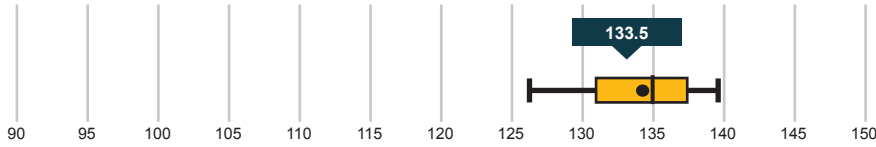
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**Approach**

**INSTITUTIONS' APPROACH SCALED SCORE AND SUBSCORE MEANS**

**APPROACH SCALED SCORES (Scale of 90–150)**



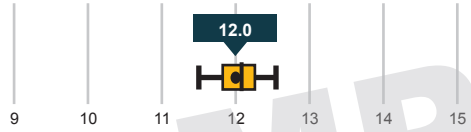
**APPROACH SCALED SCORES**

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Comparison Group: Median of Institutional Means	135.7
Comparison Group: Middle 50% of Institutional Means	133.7–136.5
Comparison Group: Middle 80% of Institutional Mean	131.3–137.8

**SUBSCORES (Scale of 9–15)**

**Positive Cultural Orientation**

The evaluation of cross-cultural situations as favorable.

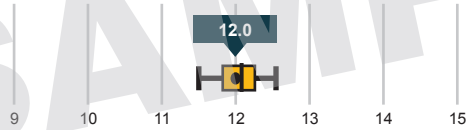


**POSITIVE CULTURAL ORIENTATION SCORES**

Reporting Group: Mean Scaled Score	12.0
Comparison Group: Mean of Institutional Mean Scores	12.0
Comparison Group: Median of Institutional Means	12.0
Comparison Group: Middle 50% of Institutional Means	11.8–12.3
Comparison Group: Middle 80% of Institutional Mean	11.7–12.5

**Cultural Self-Efficacy**

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



**CULTURAL SELF-EFFICACY SCORES**

Reporting Group: Mean Scaled Score	12.0
Comparison Group: Mean of Institutional Mean Scores	12.0
Comparison Group: Median of Institutional Means	12.0
Comparison Group: Middle 50% of Institutional Means	11.8–12.5
Comparison Group: Middle 80% of Institutional Mean	11.7–12.4

**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.

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