

Salisbury University

USA  
Report Date: 05/30/2018  
Test: HEIghten® Intercultural Competency & Diversity Assessment

REPORTING GROUP

Cohort: Intercultural Competency and Diversity Field Test  
Close Date: 09/19/2017  
Students Tested: 127  
Records Excluded: 2  
Students Included in Report: 125

COMPARISON GROUP

ALL STUDENTS at All Institutions  
Institutions: 25  
Students Included in Report: 1,889

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

166.2

Proficient

COMPARISON GROUP

166.3

Proficient

Approach

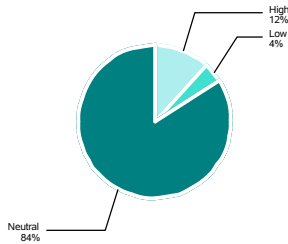
The overall positivity with which an individual views and responds to cross-cultural interactions.

RESPONSE CATEGORIES AND PERCENTAGES

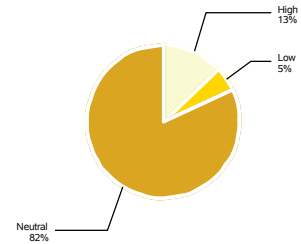
The percentage of students whose responses were categorized as suggesting High, Neutral or Low levels of positivity to cross-cultural interactions are shown to the right for the Reporting Group and Comparison Group.

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

REPORTING GROUP



COMPARISON GROUP



Salisbury University

REPORTING GROUP

COMPARISON GROUP

USA  
Report Date: 05/30/2018  
Test: HEIghten® Intercultural Competency & Diversity Assessment

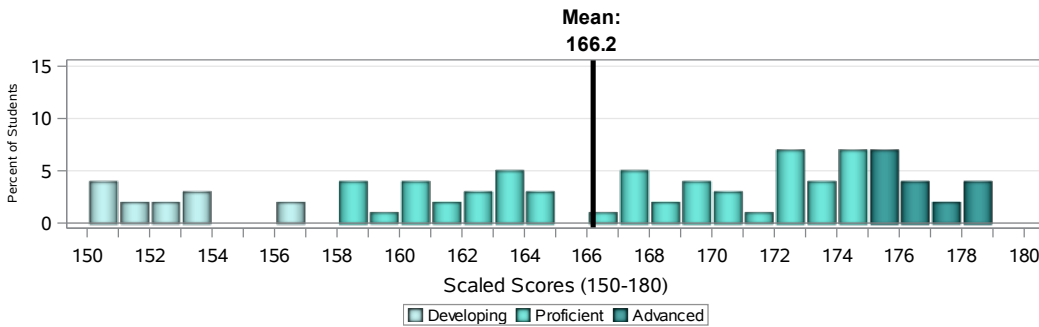
Cohort: Intercultural Competency and Diversity Field Test  
Close Date: 09/19/2017  
Students Tested: 127  
Records Excluded: 2  
Students Included in Report: 125  
*(See bottom of report to identify filters applied.)*

ALL STUDENTS at All Institutions  
Institutions: 25  
Students Included in Report: 1,889

Analyze & Act  
INDIVIDUAL STUDENTS' SCALED SCORES

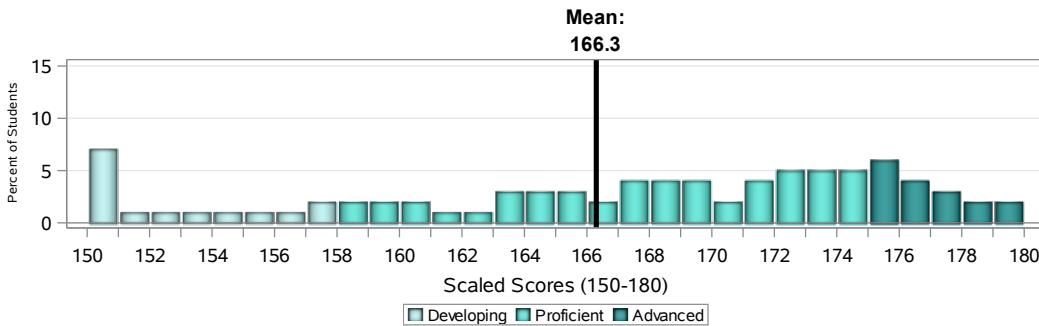
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



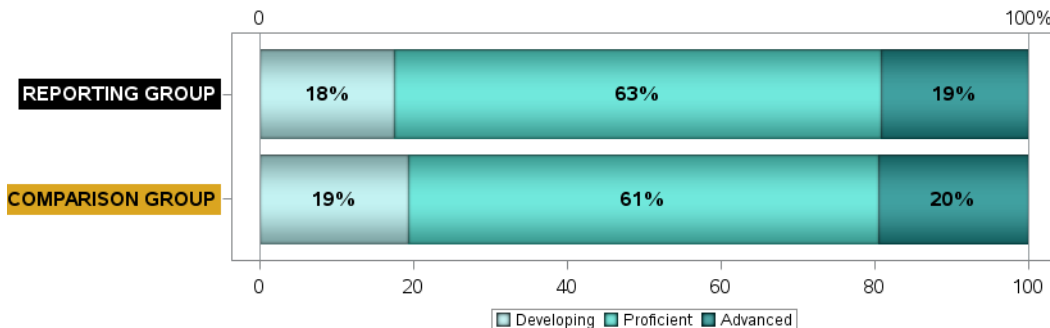
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVEL

This chart shows the percentages 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) Not very aware of/able to identify:	PROFICIENT (158-174) Moderately aware of/able to identify:	ADVANCED (175-180) Highly 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/ICDlevels](http://www.ets.org/heighten/ICDlevels) for the complete descriptions.

Salisbury University

REPORTING GROUP

COMPARISON GROUP

USA  
Report Date: 05/30/2018  
Test: HElighten® Intercultural Competency & Diversity Assessment

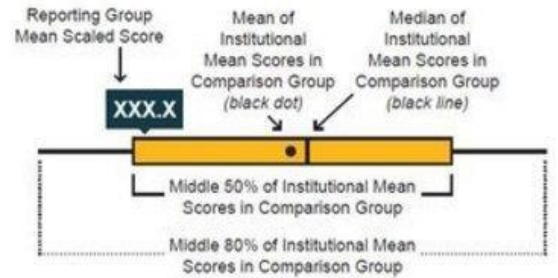
Cohort: Intercultural Competency and Diversity Field Test  
Close Date: 09/19/2017  
Students Tested: 127  
Records Excluded: 2  
Students Included in Report: 125  
(See bottom of report to identify filtered students)

ALL STUDENTS at All Institutions  
Institutions: 25  
Students Included in Report: 1,889

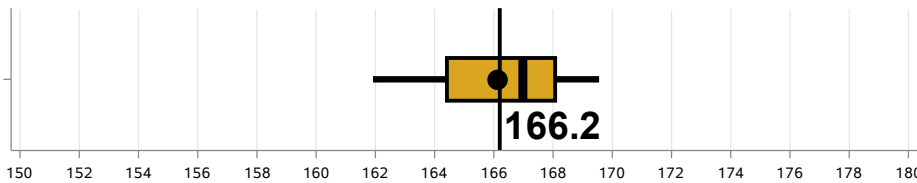
Analyze & Act  
INSTITUTIONS' SCALED SCORE AND SUBSCORE MEANS

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 mean scaled scores of your Reporting Group are displayed in the dark blue rectangle. The mean scaled scores of each of the institutions within the Comparison Group are shown using the "box and whisker" graphs. The thick yellow bar (the "box") shows the range of the middle 50 percent of the institutions's mean scores within the Comparison Group. The whole figure, including the black horizontal lines (the "whiskers") shows the range of the middle 80 percent of the institutions. (The lowest 10 percent and the highest 10 percent of the institutions have mean scores that are outside the span of the figure.) The thin black vertical line (median) in the box and whisker graphs separate the upper half of the institutions from the lower half.



SCALED SCORES (Scale of 150-180)

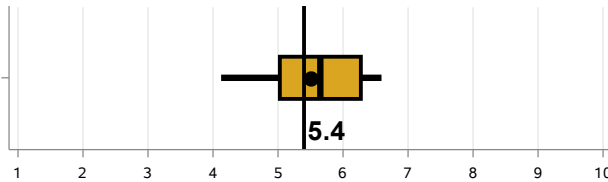


Analyze & Act	
Reporting Group: Mean Scaled Score	166.2
Comparison Group: Mean of Institutional Mean	166.1
Comparison Group: Median of Institutional Means	167.0
Comparison Group: Middle 50% of Inst Means	164.4-168.1
Comparison Group: Middle 80% of Inst Means	161.9-169.6

SUBSCORES (Scale of 1-10)

Behavior Regulation

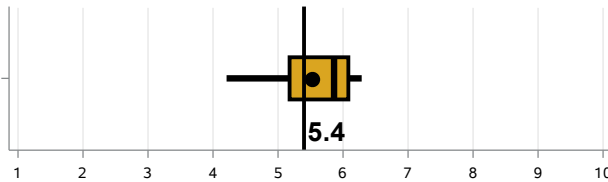
Active monitoring and revision of personal behavior to engage in culturally appropriate behavior and avoid engaging in culturally inappropriate behavior.



Behavior Regulation	
Reporting Group: Mean Scaled Score	5.4
Comparison Group: Mean of Institutional Mean	5.5
Comparison Group: Median of Institutional Means	5.7
Comparison Group: Middle 50% of Inst Means	5.0-6.3
Comparison Group: Middle 80% of Inst Means	4.1-6.6

Cultural Knowledge Application

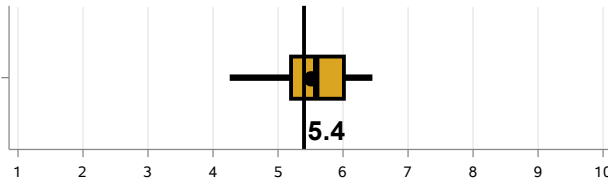
Utilizing relevant declarative cultural knowledge in an interaction.



Cultural Knowledge Application	
Reporting Group: Mean Scaled Score	5.4
Comparison Group: Mean of Institutional Mean	5.5
Comparison Group: Median of Institutional Means	5.9
Comparison Group: Middle 50% of Inst Means	5.2-6.1
Comparison Group: Middle 80% of Inst Means	4.2-6.3

Emotion Regulation

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



Emotion Regulation	
Reporting Group: Mean Scaled Score	5.4
Comparison Group: Mean of Institutional Mean	5.5
Comparison Group: Median of Institutional Means	5.6
Comparison Group: Middle 50% of Inst Means	5.2-6.0
Comparison Group: Middle 80% of Inst Means	4.3-6.5

Continued...

Salisbury University

REPORTING GROUP

COMPARISON GROUP

USA  
Report Date: 05/30/2018  
Test: HEIghten® Intercultural Competency & Diversity Assessment

Cohort: Intercultural Competency and Diversity Field Test  
Close Date: 09/19/2017  
Students Tested: 127  
Records Excluded: 2  
Students Included in Report: 125  
*(See bottom of report to view filter results)*

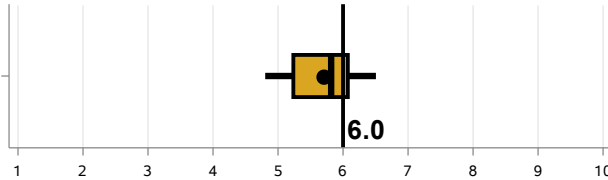
ALL STUDENTS at All Institutions  
Institutions: 25  
Students Included in Report: 1,889

Analyze & Act  
INSTITUTIONS' SCALED SCORE AND SUBSCORE MEANS

SUBSCORES CONTINUED (Scale of 1-10)

Self Awareness

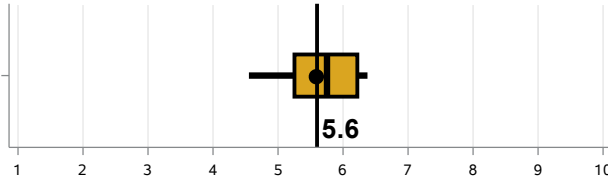
Understanding the impact that one's own culture, values, preferences and previous experiences has on cognitive, emotional and behavioral responses.



Self Awareness	
Reporting Group: Mean Scaled Score	6.0
Comparison Group: Mean of Institutional Mean	5.7
Comparison Group: Median of Institutional Means	5.8
Comparison Group: Middle 50% of Inst Means	5.2-6.1
Comparison Group: Middle 80% of Inst Means	4.8-6.5

Suspending Judgment/Perspective Taking

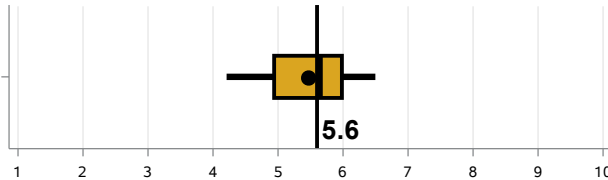
Active consideration of others' potential viewpoints and active refrainment of preconceived cultural schema interfering with information processing.



Suspending Judgment/Perspective Taking	
Reporting Group: Mean Scaled Score	5.6
Comparison Group: Mean of Institutional Mean	5.6
Comparison Group: Median of Institutional Means	5.8
Comparison Group: Middle 50% of Inst Means	5.3-6.2
Comparison Group: Middle 80% of Inst Means	4.6-6.4

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	
Reporting Group: Mean Scaled Score	5.6
Comparison Group: Mean of Institutional Mean	5.5
Comparison Group: Median of Institutional Means	5.6
Comparison Group: Middle 50% of Inst Means	4.9-6.0
Comparison Group: Middle 80% of Inst Means	4.2-6.5

Salisbury University

REPORTING GROUP

COMPARISON GROUP

USA  
Report Date: 05/30/2018  
Test: HEIghten® Intercultural Competency & Diversity Assessment

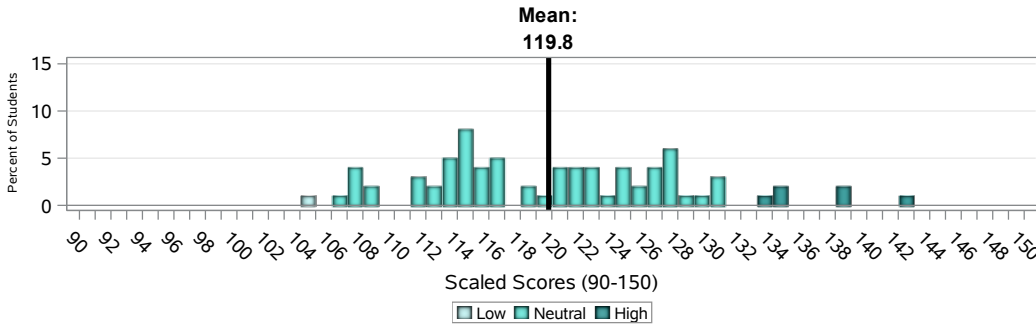
Cohort: Intercultural Competency and Diversity Field Test  
Close Date: 09/19/2017  
Students Tested: 127  
Records Excluded: 2  
Students Included in Report: 125

ALL STUDENTS at All Institutions  
Institutions: 25  
Students Included in Report: 1,889

Approach  
INDIVIDUAL STUDENTS' SCALED SCORES

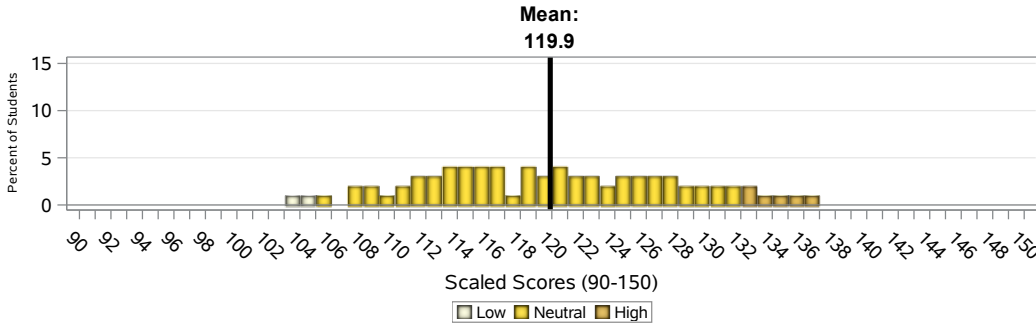
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



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



APPROACH LEVEL DESCRIPTIONS

Scores on the Approach dimension reflect test takers' views of themselves. Test takers are divided into three groups based on their responses to cross-cultural-related scenarios

LOW (90-104) View themselves as <b>not very capable</b> of:	NEUTRAL (105-131) View themselves as <b>moderately capable</b> of:	HIGH (132-150) View themselves as <b>very capable</b> of:
---	--	---

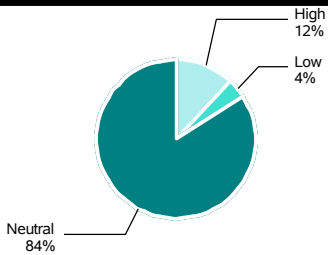
- adapting to and navigating cross-cultural environments
- communicating with and understanding the intentions and viewpoints of culturally different others
- facing/dealing with ambiguous circumstances or situations that do not have clear outcomes
- responding to cross-cultural interactions in a positive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

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

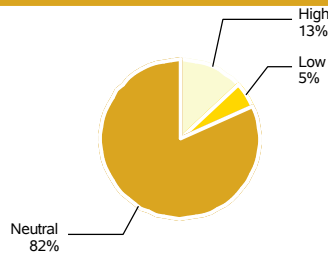
APPROACH LEVELS

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

REPORTING GROUP



COMPARISON GROUP



Salisbury University

REPORTING GROUP

COMPARISON GROUP

USA  
Report Date: 05/30/2018  
Test: HEIghten® Intercultural Competency & Diversity Assessment

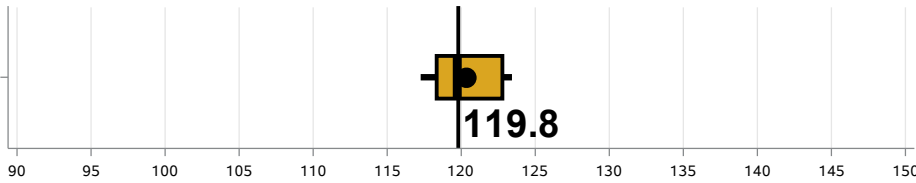
Cohort: Intercultural Competency and Diversity Field Test  
Close Date: 09/19/2017  
Students Tested: 127  
Records Excluded: 2  
Students Included in Report: 125  
*(See bottom of report to view filter results)*

ALL STUDENTS at All Institutions  
Institutions: 25  
Students Included in Report: 1,889

Approach

INSTITUTIONS' Approach SCALED SCORE AND SUBSCORE MEANS

SCALED SCORES (Scale of 90-150)

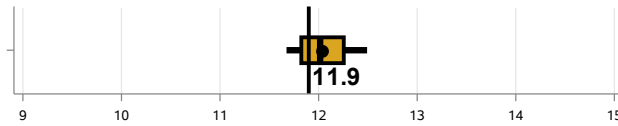


Approach SCALED SCORES	
Reporting Group: Mean Scaled Score	119.8
Comparison Group: Mean of Institutional Mean	120.3
Comparison Group: Median of Institutional Means	119.7
Comparison Group: Middle 50% of Inst Means	118.3-122.8
Comparison Group: Middle 80% of Inst Means	117.3-123.4

SUBSCORES (Scale of 9-15)

Cultural Self Efficacy

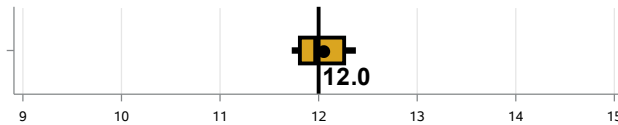
The belief that one can successfully engage in cross-cultural situations.



Cultural Self Efficacy	
Reporting Group: Mean Scaled Score	11.9
Comparison Group: Mean of Institutional Mean	12.0
Comparison Group: Median of Institutional Means	12.0
Comparison Group: Middle 50% of Inst Means	11.8-12.3
Comparison Group: Middle 80% of Inst Means	11.7-12.5

Positive Cultural Orientation

The evaluation of cross-cultural situations as favorable.



Positive Cultural Orientation	
Reporting Group: Mean Scaled Score	12.0
Comparison Group: Mean of Institutional Mean	12.0
Comparison Group: Median of Institutional Means	12.0
Comparison Group: Middle 50% of Inst Means	11.8-12.3
Comparison Group: Middle 80% of Inst Means	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.

## HEIghten® Intercultural Competency & Diversity Assessment

### Analyze & Act Performance Level Descriptions

Scores on the Analyze and Act dimension reflect the reactions of test takers to descriptions of interactions among culturally different others.

#### **Advanced (Score Range 175-180)**

In responding to descriptions of interactions with culturally different others, test takers at this level are **highly 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 non-verbal 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 (Score Range 158-174)**

In responding to descriptions of interactions with culturally different others, test takers at this level are **moderately 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 non-verbal 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

#### **Developing (Score Range 150-157)**

In responding to descriptions of interactions with culturally different others, test takers at this level are **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 non-verbal 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

## 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.*

### High (Score Range 130-150)

Test takers at this level view themselves as **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

### Neutral (Score Range 112-129)

Test takers at this level view themselves as **moderately 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

### Low (Score range 90-111)

Test takers at this level view themselves as **not 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
- proposals that would lead to increased civic participation by individuals or groups