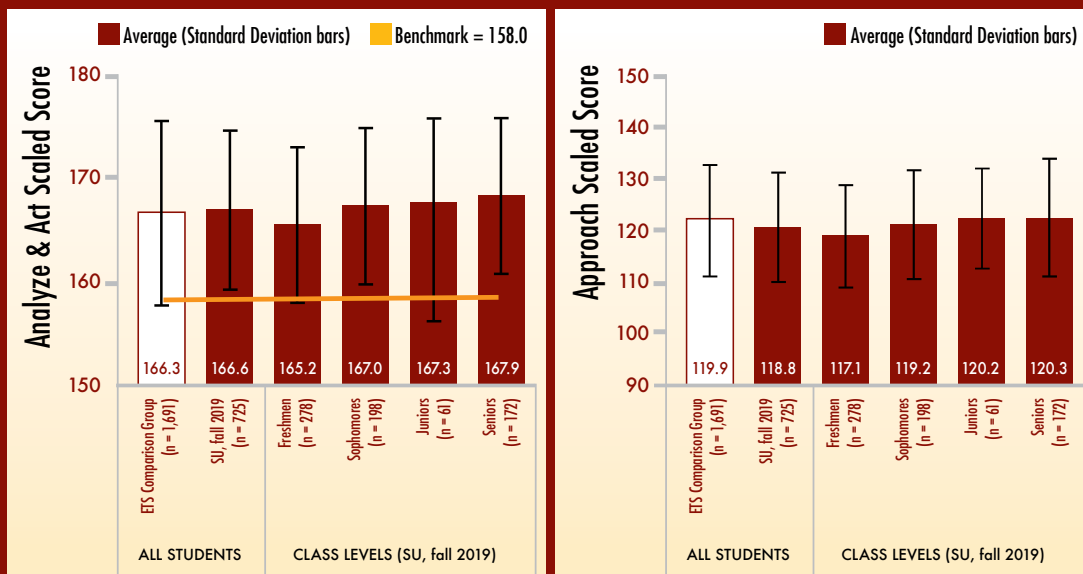


## INSTRUMENT

HEIghten Intercultural Competency & Diversity (H-ICD); 74 questions of varying types, with 2 scaled scores, and 8 scaled subscores, where higher scores indicate higher levels of achievement of the competency; ETS HEIghten Intercultural Competency & Diversity Assessment (2021)

## INCLUSION & DIVERSITY AND INTERCULTURAL COMPETENCE SCORES



## H-ICD

- Analyze & Act scaled score** - the ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and stereotyped thinking; then translate that information into action while maintaining control in potentially challenging and stressful situations (150 – 180)

— Additional scaled subscores are detailed in the full report

- Approach scaled score** - the overall positivity with which an individual views and responds to cross-cultural interactions (90 – 150)

— Additional scaled subscores are detailed in the full report

For more information see ETS HEIghten Intercultural Competency & Diversity Assessment (2021). <https://www.territorium.com/intercultural-competency-diversity>

## RESULTS

- Students who took the H-ICD instrument (n = 725) were fairly representative of the overall and non-test-taker populations at SU, except that there was a reduced number of juniors, since they were targeted for a concurrent study.
- The SU average **Analyze & Act scaled score** (166.6) was above the average score of the comparison group (166.3, ETS sample of undergraduate students) as well as the 158-level proficiency benchmark (see left graph). The average SU **Approach scaled score** (118.8) was less than the average of the comparison group (119.9; see right graph).
- There was no significant difference between averages of transfer students and SU native, first-time students - for either the **Analyze & Act scaled score** or **Approach scaled score**.
- SU students' H-ICD scaled scores generally increased by class level (e.g., freshmen) and there were significant differences between class levels (see graphs). **Analyze & Act scaled score**: freshmen's average score was significantly less than sophomores' and seniors' average score. **Approach scaled score**: freshmen's average score was significantly less than seniors' average score.
- There were significant differences between average **Analyze & Act scaled score** by SU college or school enrollment (e.g., CHHS, Fulton; based on students' primary major): Henson majors' average was significantly greater than the average of students majoring in Perdue. There were no significant differences by college or school enrollment on the **Approach scaled score**.

## HOW ARE WE CLOSING THE LOOP?

- Evaluate benchmark values with faculty/staff with expertise in the discipline or assessment of Inclusion & Diversity and Intercultural Competence
- Perform an area/course mapping of the current SU courses that align with the revised Inclusion & Diversity and Intercultural Competence GenEd student learning outcomes
- Consider whether the H-ICD instrument is aligned well with revised Inclusion & Diversity and Intercultural Competence GenEd student learning outcomes or select alternative assessment
- Utilize results to develop interventions and determine a timeline to re-collect assessment data