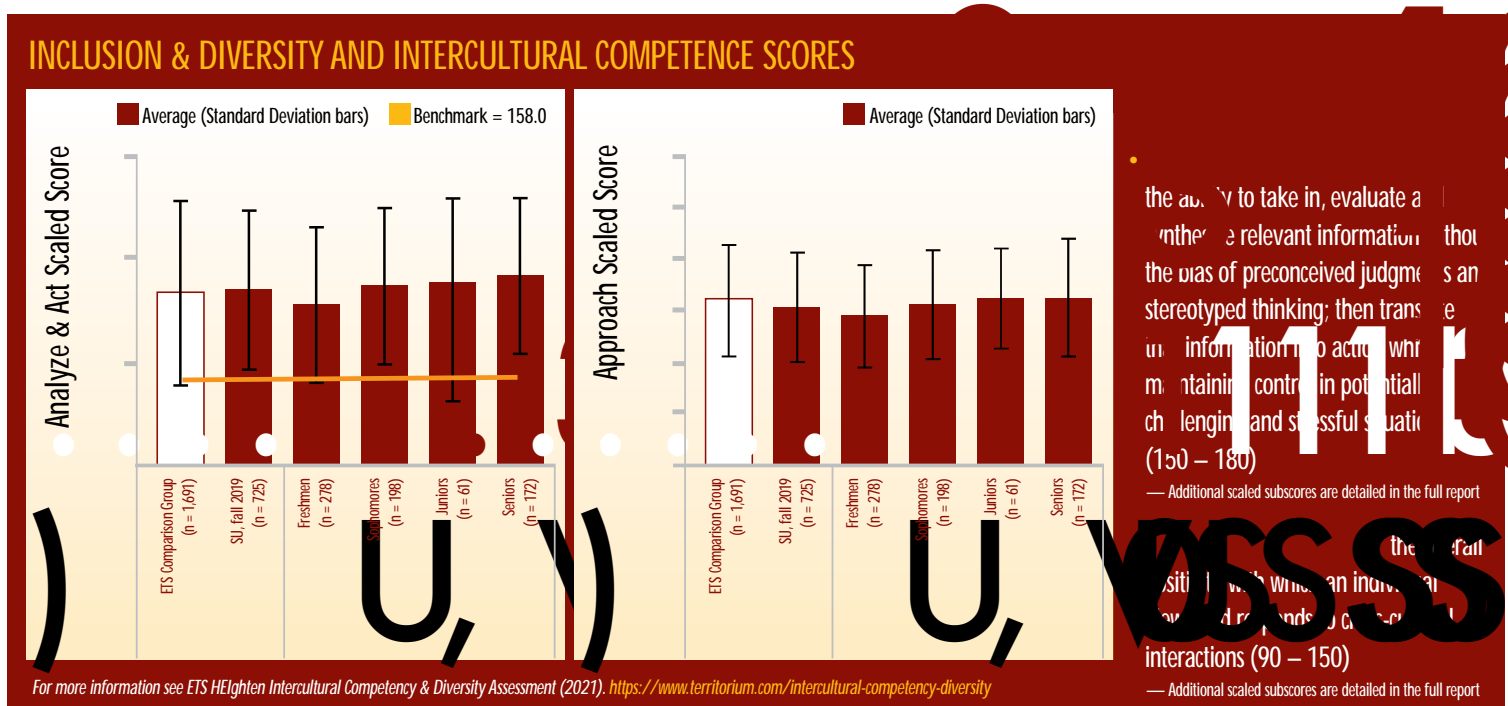


INSTRUMENT

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)



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.

- Intercultural Competence GenEd student learning outcomes
3. 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