



ETS Proficiency Profile 2014-2015 (Senior Exit Test)

Office of Institutional Effectiveness
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Andrews University

ETS® Proficiency Profile 2014-2015

Contents

Contents	2
Summary of Scaled Scores	1
Comparative Data	2
Scaled Score Distributions.....	3
Summary of Proficiency Classifications.....	5
Demographic Analysis Reports	6
Gender.....	6
Age.....	6
Best Language.....	6
Ethnicity.....	7
Hours Working.....	7
Enrollment Status.....	8
GPA.....	8
Transfer Status	8
Appendix.....	9
ETS Proficiency Profile Summary of Scaled Scores 2013-2014.....	9
Summary of Proficiency Classifications Reference	10
Proficiency Definitions	10
Reading/Critical Thinking	10
Writing Skills.....	10
Mathematics.....	11

Summary of Scaled Scores

To show the ability of the group taking the test

Cohort Name: Summer 2014-Spring 2015 Combined

Student Level: All Seniors

Test Description: Standard Form B

Number of students tested: 387

Number of students included in these statistics: 376

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	451.1	450 to 452	21.36	434	450	467
Skills Subscores:							
Critical Thinking	100 to 130	114.57	114 to 115	6.98	109	115	120
Reading	100 to 130	120.21	119 to 121	6.62	116	122	125
Writing	100 to 130	115.37	115 to 116	5.7	111	115	120
Mathematics	100 to 130	115.39	115 to 116	6.51	111	114	121
Context-Based Subscores:							
Humanities	100 to 130	117.23	116 to 118	6.93	111	117	123
Social Sciences	100 to 130	115.34	115 to 116	6.89	110	116	121
Natural Sciences	100 to 130	117.73	117 to 119	6.08	114	119	121

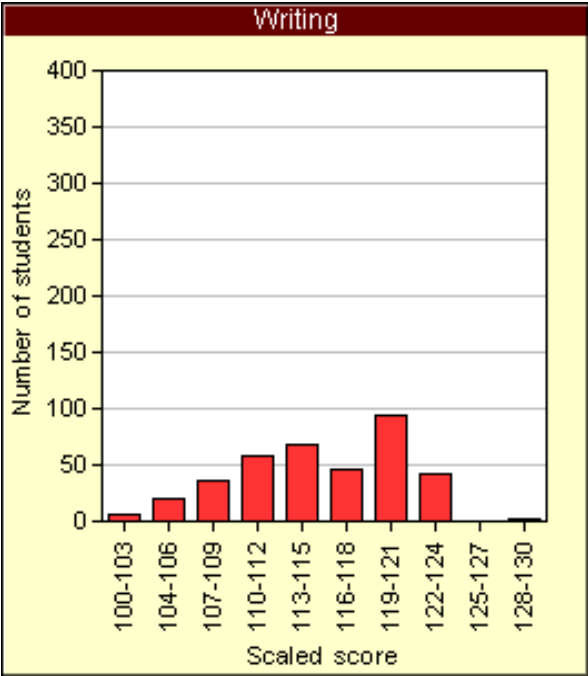
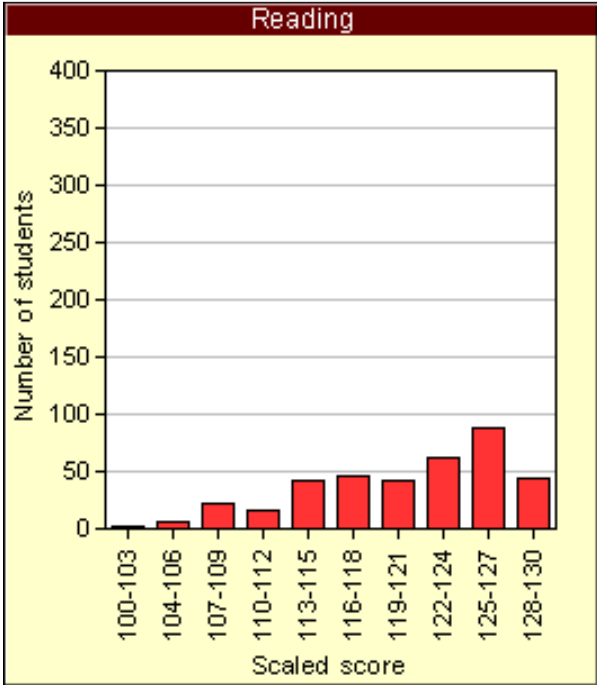
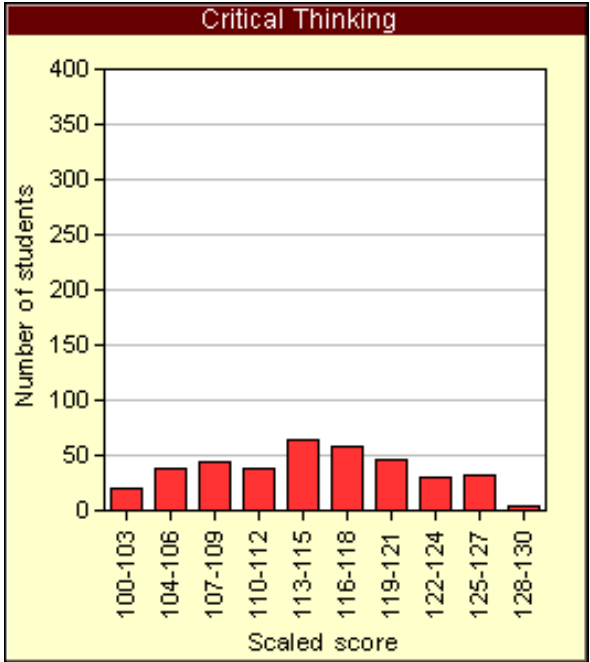
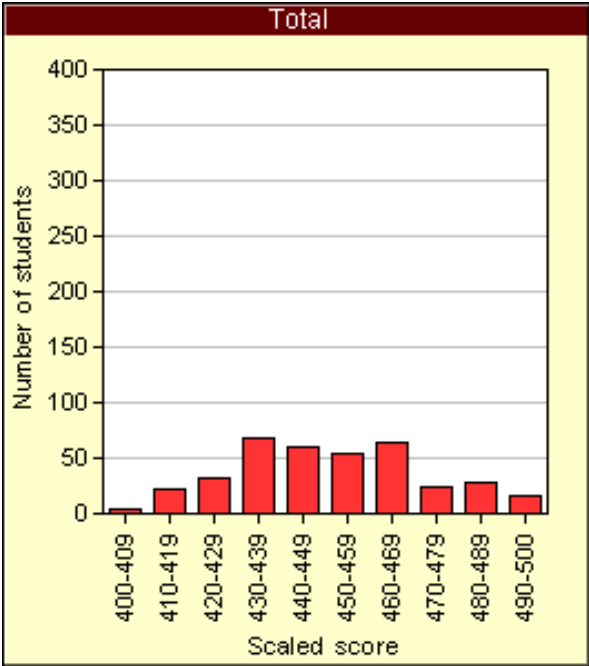
*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 376.

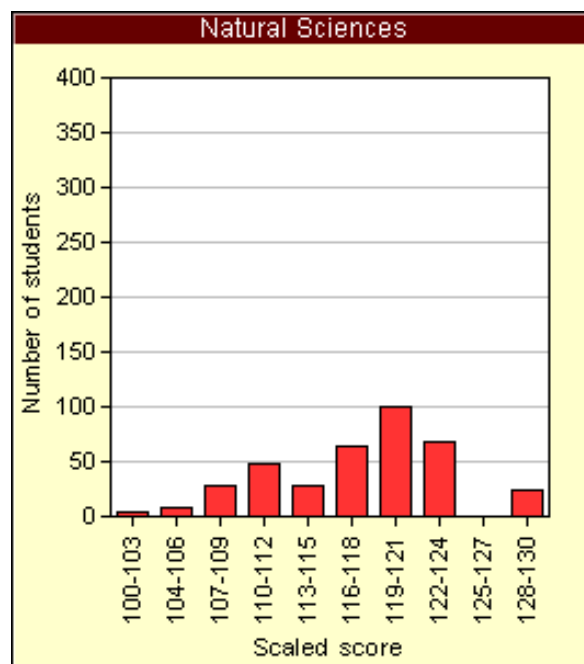
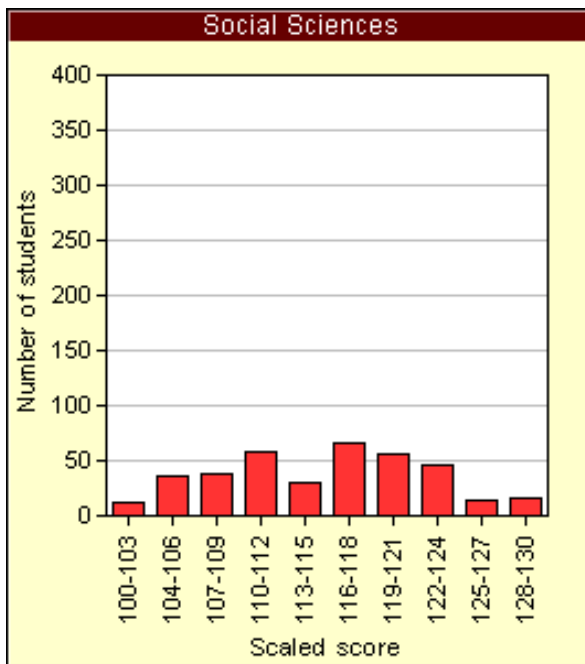
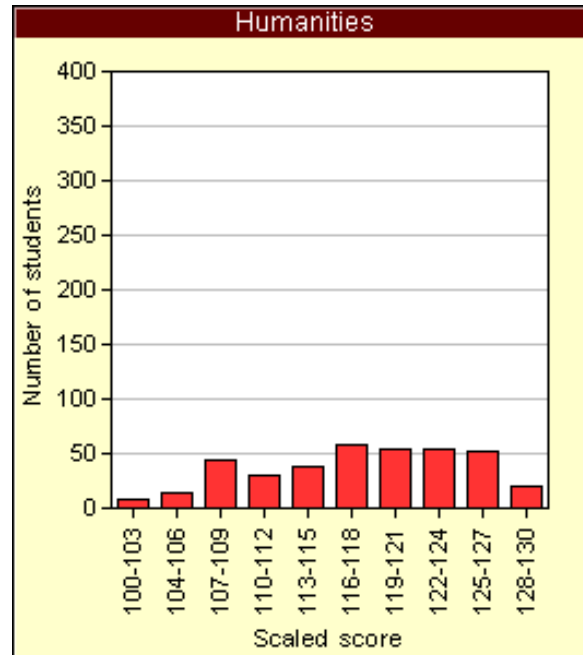
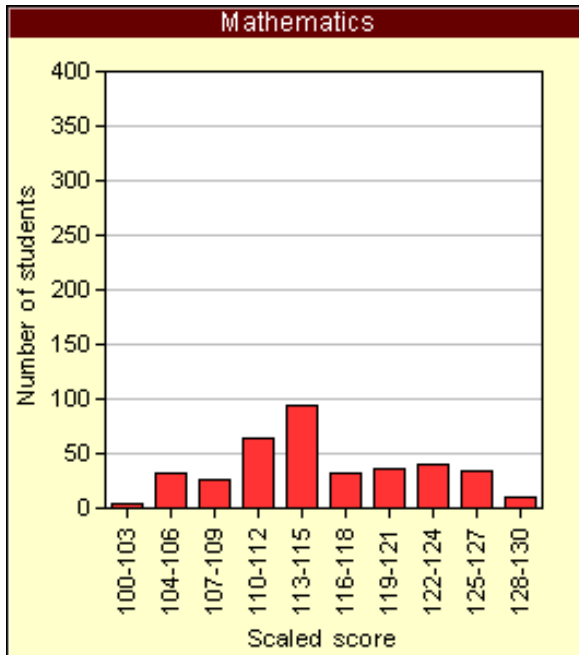
Comparative Data

Scores below represent Andrews compared with institutional mean scores for seniors at all institution types from July 2008 through June 2013. Total number of institutions = 307.

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	Percent Insti. Below	All Institutions Mean	Deviation from Mean of All Institutions
Total Score	400 to 500	451.1	450 to 452	21.36	74	446.94	4.16
Skills Subscores:							
Critical Thinking	100 to 130	114.57	114 to 115	6.98	79	112.57	2.00
Reading	100 to 130	120.21	119 to 121	6.62	72	118.77	1.44
Writing	100 to 130	115.37	115 to 116	5.7	59	114.65	0.72
Mathematics	100 to 130	115.39	115 to 116	6.51	69	114.00	1.39
Context-Based Subscores:							
Humanities	100 to 130	117.23	116 to 118	6.93	79	115.52	1.71
Social Sciences	100 to 130	115.34	115 to 116	6.89	67	114.19	1.15
Natural Sciences	100 to 130	117.73	117 to 119	6.08	76	115.85	1.88

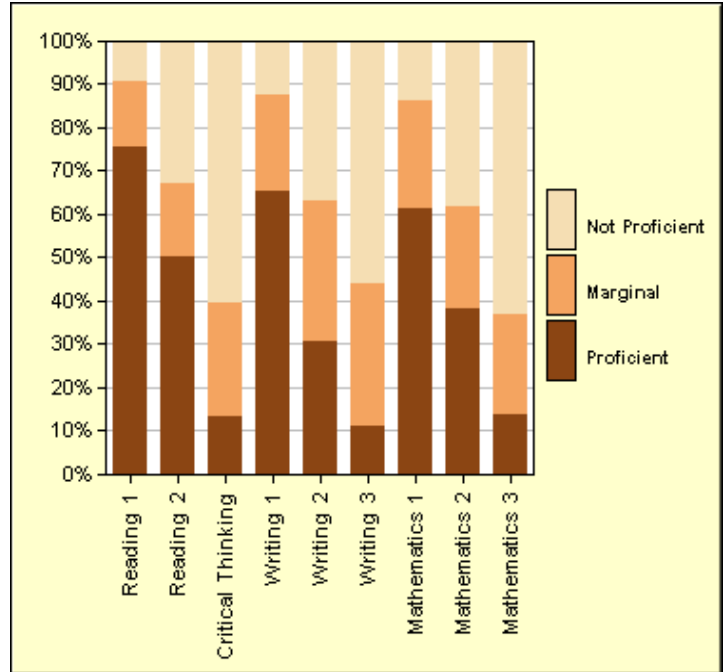
Scaled Score Distributions





Summary of Proficiency Classifications

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	76%	15%	9%
Reading, Level 2	50%	17%	33%
Critical Thinking	13%	26%	60%
Writing, Level 1	65%	22%	12%
Writing, Level 2	31%	32%	37%
Writing, Level 3	11%	33%	56%
Mathematics Level 1	61%	25%	14%
Mathematics Level 2	38%	23%	38%
Mathematics Level 3	14%	23%	63%



The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

For information on the specific skills represented by each level, see the last two pages of the appendix.

Demographic Analysis Reports

The mean score is presented on the top of each cell, with the standard deviation below in parentheses. Because the "gender" field is optional, the sum total of the male and female counts may not sum to the total group.

Gender

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
Male	151	452.58 [21.59]	114.87 [6.93]	120.23 [6.46]	115.16 [5.43]	116.58 [6.46]	117.06 [6.99]	115.31 [7.00]	118.35 [5.75]
Female	202	449.46 [20.86]	114.25 [6.99]	120.08 [6.75]	115.37 [5.79]	114.27 [6.21]	117.21 [6.77]	115.31 [6.82]	117.2 [6.38]

Age

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
<20	4	470 [21.73]	119.25 [5.12]	122 [8.46]	120.5 [4.50]	121.25 [5.58]	121 [8.57]	118 [6.00]	120.75 [5.07]
20 - 29	354	451.48 [21.32]	114.67 [6.98]	120.33 [6.57]	115.5 [5.68]	115.49 [6.55]	117.33 [6.90]	115.49 [6.89]	117.77 [6.06]
30 - 39	14	442.86 [15.61]	112.5 [6.36]	118.43 [6.77]	112.64 [4.32]	112.86 [3.78]	115.29 [6.22]	112.29 [6.09]	117.36 [6.44]
40 - 49	2	434.5 [7.50]	113 [3.00]	117.5 [1.50]	109 [3.00]	110 [0.00]	116.5 [3.50]	114 [4.00]	113 [6.00]
50 - 59	2	419.5 [10.50]	104.5 [1.50]	111 [4.00]	107 [1.00]	108.5 [4.50]	106 [1.00]	105.5 [2.50]	112.5 [1.50]

Best Language

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
Yes	265	452.55 [20.66]	114.93 [6.65]	120.78 [6.27]	115.89 [5.52]	115.54 [6.30]	117.66 [6.56]	115.74 [6.71]	118.18 [5.85]
No	63	449.9 [22.98]	114.4 [7.81]	119.33 [7.31]	114.57 [6.07]	115.84 [7.22]	117.27 [7.65]	114.63 [7.72]	117.08 [6.17]
Equally well in English and another language	48	444.63 [21.64]	112.81 [7.29]	118.23 [7.07]	113.52 [5.65]	113.98 [6.48]	114.79 [7.40]	114.06 [6.49]	116.13 [6.82]

Ethnicity

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
African American	72	446.89 [20.53]	113.42 [6.20]	119.63 [6.34]	114.47 [5.39]	113.81 [6.40]	116.78 [5.79]	114.25 [6.66]	116.79 [5.91]
Black Hispanic	6	451.67 [13.57]	117.5 [4.46]	121.67 [5.93]	113.17 [4.74]	113.5 [0.96]	118.33 [6.97]	117.33 [4.57]	120 [1.83]
Hispanic	49	447.59 [19.31]	113.76 [6.39]	120.22 [5.78]	115.16 [5.12]	113.04 [6.01]	116.14 [6.75]	114.84 [6.27]	118.06 [5.27]
Latino	4	449 [18.47]	112.5 [7.50]	120.5 [5.17]	113.25 [4.60]	117 [5.83]	116.25 [6.30]	114 [5.48]	116.75 [4.60]
American Indian or Alaskan Native	1	455 [0.00]	116 [0.00]	124 [0.00]	118 [0.00]	114 [0.00]	122 [0.00]	116 [0.00]	119 [0.00]
Other/ Decline	59	450.86 [22.90]	114.78 [7.45]	120.86 [6.62]	115.27 [5.78]	114.36 [6.73]	117.73 [7.41]	115.95 [6.81]	117.8 [6.40]
Asian, Asian American or Pacific Islander	68	447.37 [22.27]	112.59 [7.47]	117.5 [7.44]	113.78 [6.18]	117.32 [6.38]	115.1 [7.23]	113.04 [7.36]	115.84 [6.83]
White	117	457.44 [20.29]	116.58 [6.65]	121.69 [6.18]	117.15 [5.39]	116.8 [6.28]	118.89 [6.81]	117.18 [6.65]	119.15 [5.67]

Hours Working

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
0	72	444.17 [20.48]	112.65 [6.81]	117.9 [7.07]	113.47 [5.85]	114.26 [5.87]	115.69 [6.31]	113.32 [6.89]	115.71 [6.81]
1 – 15	203	455.6 [21.81]	115.88 [6.98]	121.51 [6.46]	116.32 [5.56]	116.47 [6.77]	118.37 [7.05]	116.83 [6.78]	118.77 [5.88]
16 - 30	83	448.42 [19.14]	113.66 [6.58]	119.61 [5.82]	115.19 [5.44]	114.4 [6.21]	116.54 [6.49]	114.07 [6.36]	117.33 [5.18]
more than 30	18	440.39 [15.16]	111.72 [6.04]	117.5 [6.41]	113.11 [5.23]	112.28 [4.56]	113.67 [7.03]	112.44 [6.39]	115.94 [6.41]

Enrollment Status

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
Full Time	354	451.37 [21.53]	114.6 [7.01]	120.26 [6.72]	115.42 [5.71]	115.5 [6.44]	117.27 [7.00]	115.42 [6.85]	117.76 [6.14]
Part Time	22	446.73 [17.84]	114.05 [6.47]	119.45 [4.69]	114.5 [5.49]	113.59 [7.40]	116.64 [5.76]	114.05 [7.38]	117.27 [5.09]

GPA

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
3.50 - 4.00	169	460.91 [19.28]	117.31 [6.47]	122.44 [5.76]	117.78 [4.95]	118.33 [6.18]	119.53 [6.70]	117.6 [6.47]	120.02 [5.30]
3.00 - 3.49	138	444.35 [19.87]	112.57 [6.65]	118.72 [6.78]	113.83 [5.61]	113.39 [5.82]	115.76 [6.59]	113.58 [6.55]	116.13 [6.19]
2.50 - 2.99	60	441.27 [18.87]	112.3 [6.35]	117.82 [6.68]	112.52 [5.12]	112.37 [5.72]	114.72 [6.57]	113.55 [6.96]	115.63 [5.55]
2.00 - 2.49	7	437.29 [15.37]	109.43 [5.92]	117.29 [6.13]	113.71 [3.95]	111 [4.17]	113.29 [5.03]	112.71 [5.82]	113.14 [6.96]
1.00 - 1.99	1	449 [0.00]	114 [0.00]	120 [0.00]	119 [0.00]	112 [0.00]	117 [0.00]	114 [0.00]	117 [0.00]

Transfer Status

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Total Group	376	451.1 [21.36]	114.57 [6.98]	120.21 [6.62]	115.37 [5.70]	115.39 [6.51]	117.23 [6.93]	115.34 [6.89]	117.73 [6.08]
Not a transfer	248	452.7 [21.20]	115.12 [6.94]	120.85 [6.41]	115.82 [5.51]	115.48 [6.60]	117.77 [6.86]	115.91 [6.88]	118.22 [5.97]
0 - 15 hours transferred	18	452.83 [20.81]	115.28 [6.65]	120.44 [6.16]	117.11 [5.99]	114.39 [6.36]	117 [7.45]	115.72 [5.17]	118.72 [5.92]
16 - 30 hours transferred	39	446.03 [21.42]	113.03 [6.85]	117.85 [6.92]	113.79 [5.87]	115.36 [6.93]	115 [7.23]	114.03 [6.82]	115.95 [5.62]
Over 30 hours transferred	71	447.85 [21.19]	113.34 [6.99]	119.21 [6.90]	114.21 [5.81]	115.35 [5.96]	116.65 [6.59]	113.96 [7.07]	116.76 [6.44]

Appendix

ETS Proficiency Profile Summary of Scaled Scores 2013-2014

To show the ability of the group taking the test

Test Description: Standard Form B

Number of students tested: 368

Number of students included in these statistics: 354

Cohort Name: Fall 2013 - Summer 2014

Close Date: 05/06/2014

Student Level: All Seniors

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	Percent Insti. Below	All Institutions Mean	Deviation from Mean of All Institutions
Total Score	400 to 500	448.62	447 to 450	21.81	54	446.94	1.68
Skills Subscores:							
Critical Thinking	100 to 130	113.74	113 to 115	6.90	57	112.57	1.17
Reading	100 to 130	119.01	118 to 120	7.50	46	118.77	0.24
Writing	100 to 130	115.31	115 to 116	5.84	59	114.65	0.66
Mathematics	100 to 130	114.83	114 to 116	6.66	50	114.00	0.83
Context-Based Subscores:							
Humanities	100 to 130	116.72	116 to 118	7.17	61	115.52	1.20
Social Sciences	100 to 130	114.23	113 to 115	7.09	42	114.19	0.04
Natural Sciences	100 to 130	116.66	116 to 117	6.30	49	115.85	0.81

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 354.

Summary of Proficiency Classifications Reference

Senior (More than 90 semester hours or more than 145 quarter hours)

All Institution Types, July 2008 through June 2013

Skill Dimension and Level	Percent of Students Classified as		
	Proficient	Marginal	Not Proficient
Reading Level 1	70%	17%	13%
Reading Level 2	41%	20%	39%
Critical Thinking	8%	21%	71%
Writing Level 1	66%	25%	9%
Writing Level 2	22%	37%	40%
Writing Level 3	10%	27%	63%
Mathematics Level 1	59%	23%	18%
Mathematics Level 2	33%	25%	42%
Mathematics Level 3	10%	18%	72%
Total Number of Students: 133,703 Weighted Number of Students: 100,499*			

Proficiency Definitions

Reading/Critical Thinking

Level 1

Students who are proficient can:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level 2

Students who are proficient can:

- synthesize material from different sections of a passage
- recognize valid inferences derived from material in the passage
- identify accurate summaries of a passage or of significant sections of the passage
- understand and interpret figurative language
- discern the main idea, purpose or focus of a passage or a significant portion of the passage

Level 3/Critical Thinking

Students who are proficient can:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

Writing Skills

Level 1

Students who are proficient can:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice

- order sentences in a paragraph
- order elements in an outline

Level 2

Students who are proficient can:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3

Students who are proficient can:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Mathematics

Level 1

Students who are proficient can:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)
- solve problems requiring a general understanding of square roots and the squares of numbers
- solve a simple equation or substitute numbers into an algebraic expression
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information

Level 2

Students who are proficient can:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric)
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers
- interpret a trend represented in a graph, or choose a graph that reflects a trend
- solve problems involving sets; problems have numeric answer choices

Level 3

Students who are proficient can:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
- generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning