

**ETS® Proficiency Profile Exam
College of Charleston Results -- Spring 2012**

The ETS Proficiency Profile (abbreviated version) is a standardized test composed of 36 multiple choice questions designed to assess students' competencies in critical thinking, reading, writing, and mathematics. The ETS Proficiency Profile was administered at the College of Charleston February 8 – February 29 in the spring of 2012. This is just one of multiple measures that the College has chosen to demonstrate students' attainment of competencies. The test was administered in 12 “freshmen” classes and 16 “senior” classes resulting in a sample of 193 freshmen and 209 seniors.

I. Summary of Scaled Scores

Table 1 provides means, standard deviations, quartiles, and confidence limits for the total scaled score as well as for both skills and context area scaled scores. These results are intended to provide comparisons between groups of students and to demonstrate ability in each skill dimension. These results are not intended to make comparisons between skills subscores.

Table 1. Mean Scores for Freshmen and Seniors

			COLLEGE OF CHARLESTON					
	Possible Range	National Mean Score (N=12,153)	CofC Mean Score (N=193)	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
FRESHMEN MEAN SCORES								
Total Score	400 to 500	436.87	448.25	446 to 450	17	436	446	460
Skills Subscores:								
Critical Thinking	100 to 130	109.90	112.69	112 to 114	5.85	108	112	117
Reading	100 to 130	115.60	119.55	118 to 121	6.31	115	121	124
Writing	100 to 130	112.71	115.26	114 to 116	4.57	112	115	117
Mathematics	100 to 130	111.63	114.4	113 to 115	5.77	110	114	119
Context-Based Subscores:								
Humanities	100 to 130	112.89	115.61	114 to 117	5.42	113	115	120
Social Sciences	100 to 130	111.73	114.87	114 to 116	6.1	110	114	120
Natural Sciences	100 to 130	113.52	116.06	115 to 117	5.57	113	117	120
SENIOR MEAN SCORES								
Total Score	400 to 500	446.32	461.23	459 to 463	18.96	447	460	477
Skills Subscores:								
Critical Thinking	100 to 130	112.51	116.72	116 to 118	6.49	112	117	122
Reading	100 to 130	118.67	122.45	121 to 124	5.52	120	124	127
Writing	100 to 130	114.55	116.68	116 to 118	4.3	114	117	120
Mathematics	100 to 130	113.72	117.24	116 to 118	5.58	114	117	122
Context-Based Subscores:								
Humanities	100 to 130	115.41	118.64	117 to 120	6.28	113	119	124
Social Sciences	100 to 130	114.19	118.36	117 to 120	5.54	114	120	121
Natural Sciences	100 to 130	115.81	118.49	117 to 120	5.47	114	120	122

*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. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean". 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 freshmen mean scores in this report is 193. The population size used in the calculation of the confidence limits for the senior mean scores in this report is 206.

II. Comparative Data

Table 2 provides the mean scores for freshmen and seniors at the College of Charleston and provides comparative information displaying the percent of institutions in our comparable Carnegie Class that fall below our mean score. This information is provided for the overall score, the skills subscores and the context-based subscores.

Table 2. Mean Scores Compared to Carnegie Class*

	<u>Freshmen (N=193)</u>			<u>Seniors (N=209)</u>	
	Possible Range	Mean Score	% below for Carnegie Class	Mean Score	% below for Carnegie Class
Total Score	400 to 500	448.25	88%	461.23	95%
Skills Subscores:					
Critical Thinking	100 to 130	112.69	83%	116.72	95%
Reading	100 to 130	119.55	94%	122.45	96%
Writing	100 to 130	115.26	94%	116.68	88%
Mathematics	100 to 130	114.4	83%	117.24	93%
Context-Based Subscores:					
Humanities	100 to 130	115.61	85%	118.64	95%
Social Sciences	100 to 130	114.87	88%	118.36	97%
Natural Sciences	100 to 130	116.06	91%	118.49	93%

* See Appendices A and B for a list of Carnegie Class Institutions included in this analysis.

III. Summary of Proficiency Classifications

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. Tables 3 and 4 show the number and percentage of students who are proficient, marginal, and not proficient at each of the proficiency levels for freshmen and senior students. 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 Appendix C for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Table 3. Freshmen Proficiency Classifications (N=193)

Skill Dimension	<u>Proficiency Classification</u>					
	<u>Proficient</u>		<u>Marginal</u>		<u>Not Proficient</u>	
	CofC	Carnegie Class	CofC	Carnegie Class	CofC	Carnegie Class
Reading, Level 1	72%	47%	20%	24%	8%	28%
Reading, Level 2	45%	22%	18%	16%	37%	62%
Critical Thinking	4%	3%	22%	10%	75%	88%
Writing, Level 1	72%	48%	22%	32%	6%	20%
Writing, Level 2	26%	11%	35%	29%	38%	59%
Writing, Level 3	10%	4%	26%	17%	64%	78%
Mathematics, Level 1	59%	40%	31%	28%	11%	33%
Mathematics, Level 2	33%	18%	25%	21%	41%	61%
Mathematics, Level 3	9%	4%	18%	11%	73%	86%

Table 4. Senior Proficiency Classifications (N=209)

Skill Dimension	<u>Proficiency Classification</u>					
	<u>Proficient</u>		<u>Marginal</u>		<u>Not Proficient</u>	
	CofC	Carnegie Class	CofC	Carnegie Class	CofC	Carnegie Class
Reading, Level 1	85%	69%	13%	18%	2%	13%
Reading, Level 2	67%	40%	12%	19%	21%	41%
Critical Thinking	20%	8%	36%	19%	44%	73%
Writing, Level 1	79%	65%	18%	25%	3%	10%
Writing, Level 2	34%	22%	40%	37%	26%	42%
Writing, Level 3	16%	9%	32%	28%	52%	64%
Mathematics, Level 1	81%	56%	14%	23%	5%	20%
Mathematics, Level 2	51%	30%	29%	25%	19%	44%
Mathematics, Level 3	16%	8%	29%	17%	55%	74%

Appendix A

Participating Institutions in Carnegie Class: Master's Comprehensive Colleges and Universities I and II Freshmen Students (Fewer than 30 semester hours) January 2006 through June 2011

Alabama A&M University, AL
Alabama State University, AL
Alcorn State University, MS
American Public University, WV
Angelo State University, TX
Auburn University- Montgomery, AL
Bellarmine University, KY
Bethel College-TN, TN
Bloomsburg University of Pennsylvania, PA
Campbell University, NC
Columbia College – MO, MO
Concordia University Chicago, IL
Ferris State University, MI
Florida Gulf Coast University, FL
Gardner-Webb University, NC
George Fox University, OR
Governors State University, IL
Grambling State University, LA
Houston Baptist University, TX
Kean University, NJ
Lamar University, TX
Lindenwood University, MO
Lock Haven University, PA
Maharishi University of Management, IA
Mary Baldwin College, VA
McNeese State University – Moorhead, MN
Minnesota State University – Moorhead, MN
Mississippi Valley State University, MS
Missouri State University, MO
National University, CA
Neumann University, PA
New Jersey City University, NJ
Nicholls State University, LA
Norfolk State University, VA
Northwest Missouri State University, MO
Palm Beach Atlantic University, FL
Pfeiffer University, NC
Philadelphia Biblical University, PA
Prairie View A&M University, TX
Saint Leo University, FL
South Arkansas Community College, AR
Southeast Missouri State University, MO
Southern Utah University, UT
Southern Wesleyan University, SC
Southwest Baptist University, MO
Southwestern College, KS
Spring Hill College, AL
St. Ambrose University, IA
St. Mary's University, TX
Stephen F. Austin State University, TX
Thomas More College, KY
Touro College – NY, NY
Troy University, AL
Tusculum College, TN
University of Central Missouri, MO
University of Central Oklahoma, OK
University of Mobile, AL
University of Northern Iowa, IA
University of Southern Indiana, IN
University of Tennessee – Chattanooga, TN
University of Tennessee – Martin, TN
University of West Georgia, GA
Washburn University, KS
Western Texas College, TX
Wilkes University, PA

Appendix B

Participating Institutions in Carnegie Class: Master's Comprehensive Colleges and Universities I and II Senior Students (More than 90 semester hours) January 2006 through June 2011

Abilene Christian University, TX
Adams State College, CO
Alabama State University, AL
Albany State University, GA
American Intercontinental University, GA
American Public University, WV
Anderson University – Indiana, IN
Angelo State University, TX
Aquinas College – MI, MI
Armstrong Atlantic State University, GA
Auburn University – Montgomery, AL
Austin Peay State University, TN
Baldwin-Wallace College, OH
Bellarmine University, KY
Bemidji State University, MN
Bethel College – TN, TN
Bloomsburg University of Pennsylvania, PA
Boise State University, ID
Brenau University, GA
Campbell University, NC
Carroll University, WI
Charleston Southern University, SC
Christian Brothers University, TN
College of Charleston, SC
College of New Jersey, The, NJ
College of New Rochelle, The, NY
Columbia College – MO, MO
Concordia University Chicago, IL
Concordia University Wisconsin, WI
Dallas Baptist University, TX
Dyersburg State Community College, TN
East Stroudsburg University, PA
Eastern New Mexico University, NM
Felician College, NJ
Ferris State University, MI
Fort Hays State University, KS
Framingham State College, MA
Francis Marion University, SC
Gardner-Webb University, NC
George Fox University, OR
Georgia Southwestern State University, GA
Governors State University, IL
Grambling State University, LA
Holy Family University, PA
Houston Baptist University, TX
Humboldt State University, CA
Kean University, NJ
Lamar University, TX
Lee University, TN
Letourneau University, TX
Lipscomb University, TN
Maharishi University of Management, IA
Mansfield university of Pennsylvania, PA
Mary Baldwin College, VA
McNeese State University, LA
Middle Tennessee State University, TN
Mississippi College, MS
Mississippi Valley State University, TN
Missouri State University, MO
Monmouth University, NJ
Montclair State University, NJ
National University, CA
New Jersey City University, NJ
Nicholls State University, LA
Norfolk State University, VA
Northeastern Illinois University, IL
Northwest Missouri State University, MO
Oakland City University, IN
Palm Beach Atlantic University, FL
Pfeiffer University, NC
Philadelphia Biblical University, PA
Prairie View A&M University, TX
Rivier College, NH
Saint Leo University, FL
Shenandoah University, VA
Shippensburg University, PA
Southeast Missouri State University, MO
Southern Illinois University Edwardsville, IL
Southwestern College, KS
Spring Hill College, AL
St. Ambrose University, IA
Stephen F. Austin State University, TX
Sullivan University, KY
Texas A&M University – Texarkana, TX
Texas Wesleyan University, TX
Thomas More College, KY
Touro College – NY, NY
Troy University, AL
Truman State University, MO
Tusculum College, TN
University of Central Missouri, MO
University of Central Oklahoma, OK
University of Colorado at Colorado Springs, CO
University of Houston – Clear Lake, TX
University of Maryland – Eastern Shore, MD
University of Massachusetts – Dartmouth, MA
University of Mobile, AL
University of Northern Iowa, IA
University of Southern Indiana, IN
University of St. Francis, IL
University of Tennessee – Chattanooga, TN
University of Tennessee – Martin, TN
University of Texas at Tyler, TX
University of Wisconsin – Platteville, WI
University of Wisconsin – Stevens Point, WI
University of Wisconsin – Stout, WI
Wayland Baptist University, TX
Western Connecticut State University, CT
Wilkes University, PA
William Carey University, MS

Appendix C

Proficiency Classifications and Proficiency Level Statistics

Proficiency Levels

The skills measured by the ETS Proficiency Profile test are grouped into three skill areas:

- Reading and critical thinking
- Writing
- Mathematics

Within each of these three skill areas, the specific skills tested by the ETS Proficiency Profile test are classified into three *proficiency levels*, identified simply as **Level 1**, **Level 2**, and **Level 3**. Each proficiency level is defined in terms of a set of specific competencies expected of students.

Skills Tested at Each Level

Reading and Critical Thinking

To be considered proficient at **Level 1**, a student should be able to:

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

To be considered proficient at **Level 2**, a student should be able to:

- 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

To be considered proficient at **Level 3**, a student should be able to:

- evaluate competing casual explanations
- evaluate hypothesis 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

Writing

To be considered proficient at **Level 1**, a student should be able to:

- 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

To be considered proficient at **Level 2**, a student should be able to:

- 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
- combines simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

To be considered proficient at **Level 3**, a student should be able to:

- 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

To be considered proficient at **Level 1**, a student should be able to:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality (These problems can be multi-step 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 $\frac{1}{4}$ 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.)

To be considered proficient at **Level 2**, a student should be able to:

- 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 (the problems would have numeric answer choices.)

To be considered proficient at **Level 3**, a student should be able to:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or are 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 in which 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

The information presented in Appendix C is an excerpt from the ETS Proficiency Profile Users Guides (http://www.ets.org/s/proficiencyprofile/pdf/Users_Guide.pdf).