ETS® Proficiency Profile Exam
College of Charleston Results -- Spring 2018

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 during the spring term of 2018. The test was administered in 12 "freshmen" classes and 22 "senior" classes resulting in a sample of 172 freshmen and 222 seniors. See Appendix A for demographic breakdown.

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

	Possible Range	National Mean Score* (N=14,431)	CofC Mean Score (N=172)	Confidence Limits** for Mean (95%)	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
COLLEGE OF CHARLESTON								
FRESHMEN MEAN SCORES								
Total Score	400 to 500	438.8	**450.7**	449 to 453	19.3	437	448	462
Skills Subscores								
Critical Thinking	100 to 130	110.0	**113.0**	112 to 114	6.2	108	114	118
Reading	100 to 130	115.9	**119.6**	118 to 121	6.4	116	120	125
Writing	100 to 130	113.1	**115.7**	115 to 117	4.6	113	116	119
Mathematics	100 to 130	112.7	**115.2**	114 to 116	6.4	111	115	120
Context-Based Subscores								
Humanities	100 to 130	112.9	**115.2**	114 to 116	6.3	111	115	119
Social Sciences	100 to 130	111.6	**114.6**	113 to 116	6.0	110	115	119
Natural Sciences	100 to 130	113.8	**117.2**	116 to 118	5.6	113	116	123
SENIOR MEAN SCORES								
	Possible Range	National Mean Score* (N=56,389)	CofC Mean Score (N=222)	Confidence Limits** for Mean (95%)	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	447.6	**455.6**	454 to 457	18.8	441	454	470
Skills Subscores								
Critical Thinking	100 to 130	112.2	**113.8**	113 to 115	6.3	110	114	118
Reading	100 to 130	118.8	**120.7**	120 to 122	6.2	116	122	125
Writing	100 to 130	115.0	**117.0**	116 to 118	4.6	113	118	121
Mathematics	100 to 130	114.5	**117.0**	116 to 118	6.0	112	116	122
Context-Based Subscores								
Humanities	100 to 130	115.0	**115.9**	115 to 117	6.4	111	115	122
Social Sciences	100 to 130	113.8	**115.9**	115 to 117	6.3	111	116	122
Natural Sciences	100 to 130	116.0	**117.5**	116 to 119	5.2	116	120	123

*The score distribution used to compute the national mean statistics have been modified, to prevent the statistics from being dominated by a few very large institutions. For freshmen, if an institution contributed more than 500 students to this data set, the score of each of its students has been weighted by the fraction 500/n, where n is the number of students from that institution. For seniors, if an institution contributed more than 1500 students to this data set, the score of each of its students has been weighted by the fraction 1500/n, where n is the number of students from that institution.

**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.

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*

	Possible Range	Freshmen (N=162)		Seniors (N=222)	
		Mean Score	% below for Carnegie Class	Mean Score	% below for Carnegie Class
Total Score	400 to 500	**450.7**	91%	**455.6**	86%
Skills Subscores					
Critical Thinking	100 to 130	**113.0**	91%	**113.8**	70%
Reading	100 to 130	**119.6**	89%	**120.7**	76%
Writing	100 to 130	**115.7**	83%	**117.0**	95%
Mathematics	100 to 130	**115.2**	89%	**116.7**	78%
Context-Based Subscores					
Humanities	100 to 130	**115.2**	88%	**115.9**	48%
Social Sciences	100 to 130	**114.6**	89%	**115.9**	78%
Natural Sciences	100 to 130	**117.2**	94%	**117.5**	76%

* See Appendices B and C 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.

Table 3. Freshmen Proficiency Classifications* (N=172)

| Skill Dimension | Proficiency Classification | | | | | |
| | Proficient | | Marginal | | Not Proficient | |
	CofC	Carnegie Class	CofC	Carnegie Class	CofC	Carnegie Class
Reading, Level 1	74%	51%	15%	22%	10%	27%
Reading, Level 2	45%	24%	17%	19%	38%	57%
Critical Thinking	8%	2%	25%	13%	67%	85%
Writing, Level 1	76%	50%	19%	33%	6%	17%
Writing, Level 2	23%	13%	44%	30%	33%	56%
Writing, Level 3	9%	6%	30%	17%	61%	76%
Mathematics, Level 1	66%	46%	22%	27%	12%	28%
Mathematics, Level 2	40%	21%	26%	24%	34%	54%
Mathematics, Level 3	15%	4%	19%	12%	66%	84%

*See Appendix D for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Table 4. Senior Proficiency Classifications* (N=608)

| Skill Dimension | Proficiency Classification | | | | | |
| | Proficient | | Marginal | | Not Proficient | |
	CofC	Carnegie Class	CofC	Carnegie Class	CofC	Carnegie Class
Reading, Level 1	79%	68%	14%	17%	7%	15%
Reading, Level 2	50%	39%	22%	21%	28%	40%
Critical Thinking	9%	5%	33%	22%	58%	73%
Writing, Level 1	80%	65%	15%	25%	5%	10%
Writing, Level 2	37%	22%	38%	38%	25%	40%
Writing, Level 3	18%	10%	37%	26%	45%	64%
Mathematics, Level 1	76%	60%	17%	23%	8%	17%
Mathematics, Level 2	51%	32%	24%	27%	25%	41%
Mathematics, Level 3	16%	8%	27%	18%	57%	74%

*See Appendix D for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Appendix A

Demographic Information Comparing the College of Charleston Total Populations with College of Charleston ETS Test Takers

This table provides a comparison of demographic information for gender, ethnicity, and age between the total population of College of Charleston freshmen and seniors and those CofC freshmen and seniors taking the ETS Proficiency Profile Exam. This table is intended to show statistical similarities between the two groups. With the number of students taking the exam, the freshmen results are based on a x% sample of the total population and the senior results are based on a x% sample of the total population.

Demographic	Choices	Freshmen		Seniors	
		CofC Population (N=)	ETS Test Takers (N=162)	CofC Population (N=)	ETS Test Takers (N=)
Gender*	Female				
	Male				
Ethnicity	African American				
	Hispanic				
	American Indian/Alaskan				
	Other**				
	Asian***				
	White				
Age	<20				
	20-29				
	30-39				
	40+				

*The gender demographic percentages are out of 151 for freshmen and 557 for seniors. This is a result of ETS allowing students to skip this section of identification.

**The Other category includes Latino, Black Hispanic, Non-Resident Alien, those signifying two or more races, unknown, and those who declined on the ETS ethnicity section of identification.

***The Asian category includes Asian, Asian American, Pacific Islander, and Hawaiian natives.

ETS Proficiency Profile

2017 Comparative Data Guide
Institution List
Master's (Comprehensive) Colleges and Universities I and II
Freshman (<30 semester hours/<45 quarter hours)
Data includes students from domestic institutions who tested between July 2012 through June 2017

Alabama A&M University, AL	Point Loma Nazarene University, CA
Alabama State University, AL	Prairie View A&M University, TX
American Public University, WV	Quinnipiac University, CT
Armstrong State University, GA	Saint Mary's University, TX
Azusa Pacific University, CA	Saint Peter's College, NJ
Bemidji State University, MN	Slippery Rock University of PA, PA
Bethel University, TN	South Carolina State University, SC
Cabrini University, PA	Southeast Missouri State University, MO
Cairn University, PA	Southwestern College, KS
California University of Pennsylvania, PA	Southwestern Oklahoma State University, OK
Campbell University, NC	Stephen F. Austin State University, TX
Capital University, OH	Sul Ross State University - Alpine, TX
Citadel, The, SC	Tarleton State University, TX
Clarion University of Pennsylvania, PA	Texas Wesleyan University, TX
College of Charleston, SC	Thomas More College, KY
College of New Jersey, The, NJ	Touro College, NY
Concordia University Chicago, IL	Union University, TN
Eastern New Mexico University, NM	University of Central Arkansas, AR
Fort Hays State University, KS	University of Central Missouri, MO
Grambling State University, LA	University of Charleston, WV
La Salle University, PA	University of Houston - Victoria, TX
Lincoln Memorial University, TN	University of Maryland - Eastern Shore, MD
Lindenwood University, MO	University of South Florida - St. Petersburg, FL
Loyola University New Orleans , LA	University of Southern Indiana, IN
Maharishi University of Management, IA	University of Tampa, FL
Mansfield University, PA	University of the Cumberlands, KY
Massachusetts Maritime Academy, MA	University of West Alabama, AL
Minnesota State University, Mankato, MN	University of Wisconsin - Platteville, WI
Neumann University, PA	University of Wisconsin - Stevens Point, WI
Norfolk State University, VA	Washburn University, KS
Northwest Missouri State University, MO	Western Texas College, TX
Norwich University, VT	William Carey University, MS
Pfeiffer University, NC	Winona State University, MN

Total Number of Institutions	Total Number of Students
66	14,431

Proficiency Profile

2017 Comparative Data Guide
Institution List
Master's (Comprehensive) Colleges and Universities I and II
Senior (>90 semester hours/>145 quarter hours)
Data includes students from domestic institutions who tested between July 2012 through June 2017

Alabama State University, AL	Nicholls State University, LA
American Public University, WV	Norfolk State University, VA
Armstrong State University, GA	North American University, TX
Azusa Pacific University, CA	Northern Michigan University, MI
Baldwin Wallace University, OH	Northwest Missouri State University, MO
Bemidji State University, MN	Norwich University, VT
Bethel University, TN	Oakland City University, IN
Bradley University, IL	Pfeiffer University, NC
Brenau University, GA	Point Loma Nazarene University, CA
Cabrini University, PA	Prairie View A&M University, TX
Cairn University, PA	Queens University of Charlotte, NC
California University of Pennsylvania, PA	Quinnipiac University, CT
Campbell University, NC	Saint Mary's University, TX
Charleston Southern University, SC	Saint Peter's College, NJ
Christian Brothers University, TN	Slippery Rock University of PA, PA
Clarion University of Pennsylvania, PA	Southeast Missouri State University, MO
College of Charleston, SC	Southwest Baptist University, MO
College of New Jersey, The, NJ	Southwestern College, KS
Concordia University Chicago, IL	Southwestern Oklahoma State University, OK
Concordia University Wisconsin, WI	Stephen F. Austin State University, TX
Daemen College, NY	Tarleton State University, TX
Dallas Baptist University, TX	Texas Wesleyan University, TX
East Stroudsburg University, PA	Thomas More College, KY
Eastern New Mexico University, NM	Touro College, NY
Felician University - Lodi, NJ	Trevecca Nazarene University, TN
Fort Hays State University, KS	Troy University - Global, AL
Friends University, KS	University of Central Missouri, MO
Governors State University, IL	University of Central Oklahoma, OK
Grambling State University, LA	University of Charleston, WV
Jacksonville State University, AL	University of Colorado - Colorado Springs, CO
La Salle University, PA	University of Mary Hardin-Baylor, TX
Lamar University , TX	University of Maryland - Eastern Shore, MD
Lee University, TN	University of North Carolina at Wilmington, NC
Lincoln Memorial University, TN	University of North Florida, FL
Lindenwood University, MO	University of Northern Iowa, IA
Maharishi University of Management, IA	University of South Alabama, AL
Mansfield University, PA	University of South Florida - St. Petersburg, FL
Mary Baldwin University, VA	University of Southern Indiana, IN
Massachusetts Maritime Academy, MA	University of Tampa, FL
McNeese State University, LA	University of Tennessee - Chattanooga, TN
Minnesota State University, Mankato, MN	University of Tennessee at Martin, TN
Minnesota State University-Mankato-Economics, MN	University of the Cumberlands, KY
Mississippi College, MS	University of Wisconsin - Platteville, WI
Missouri State University, MO	University of Wisconsin - Stevens Point, WI
Montana State University - Billings, MT	University of Wisconsin - Stout, WI
Washburn University, KS	William Carey University, MS
Wilkes University, PA	Winona State University, MN

Total Number of Institutions	Total Number of Students
94	56,389

Appendix D

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 ¼ to 25%)
- solve problems requiring a general understanding of square roots and the squares of numbers
- solve a simple equation or substitute numbers into a algebraic expression
- find information from a graph (This task may involve finding a specified piece of information ina 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 that 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**, 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).