



# ETS Proficiency Profile 2016-2017 (Senior Exit Test)

Office of Institutional Effectiveness  
July 27, 2017

# Andrews University

## ETS® Proficiency Profile 2016-2017

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## ETS Proficiency Profile 2016-2017 Summary of Scaled Scores

To show the ability of the group taking the test

**Cohort Name:** Summer 2016-Spring 2017 Combined

**Student Level:** All Seniors

**Test Description:** Standard Form B

**Number of students tested:** 311

**Number of students included in these statistics:** 299

**Numbers of students excluded:** 12

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
<b>Total Score</b>	400 to 500	451.54	450 to 453	22.66	434	449	469
<b>Skills Subscores:</b>							
<b>Critical Thinking</b>	100 to 130	114.35	114 to 115	7.33	109	114	120
<b>Reading</b>	100 to 130	120.25	119 to 121	7.05	116	122	125
<b>Writing</b>	100 to 130	115.53	115 to 116	5.9	111	115	120
<b>Mathematics</b>	100 to 130	115.71	115 to 116	6.88	111	114	121
<b>Context-Based Subscores:</b>							
<b>Humanities</b>	100 to 130	117.61	117 to 119	6.86	113	117	123
<b>Social Sciences</b>	100 to 130	115	114 to 116	7.25	110	114	121
<b>Natural Sciences</b>	100 to 130	117.62	117 to 118	6.6	112	117	123

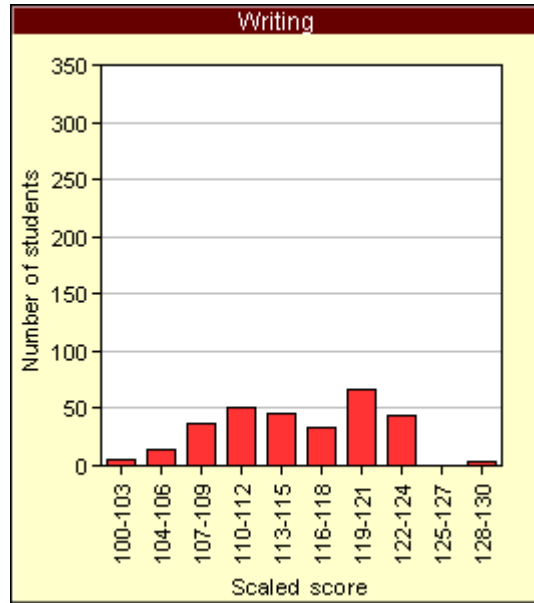
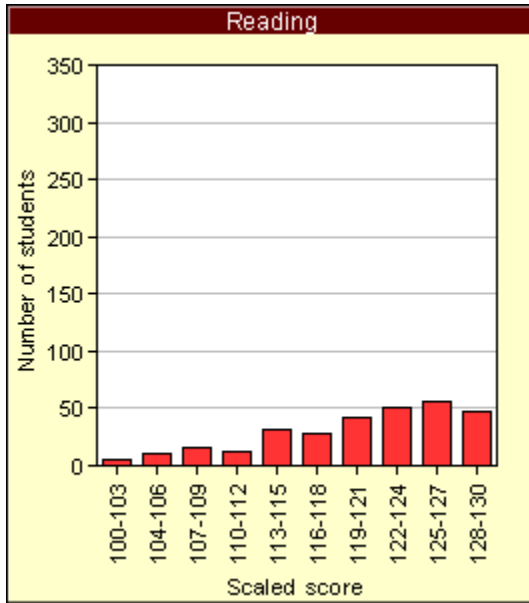
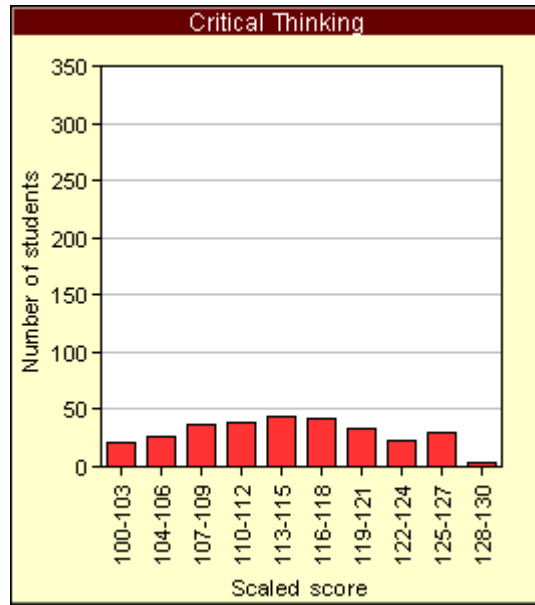
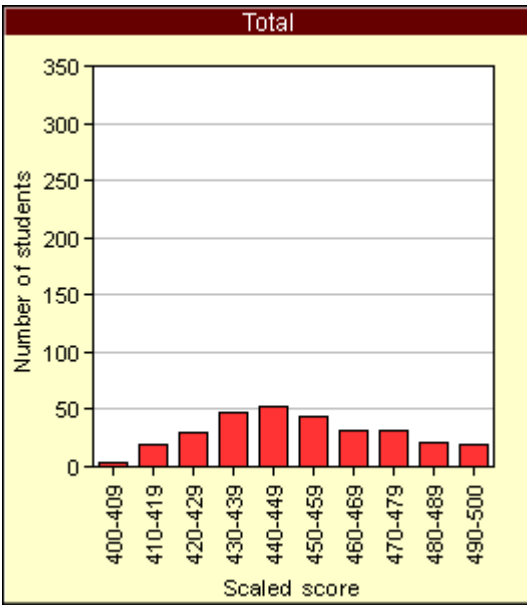
\*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of 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 299.

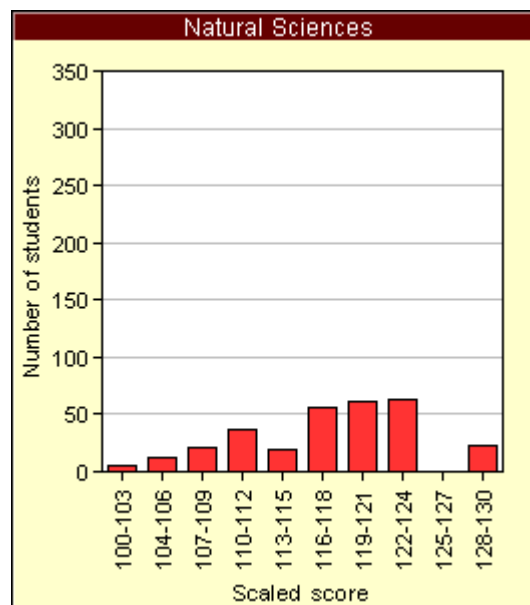
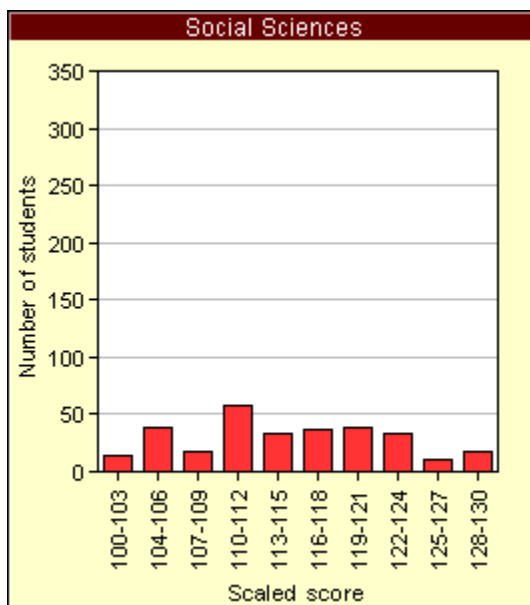
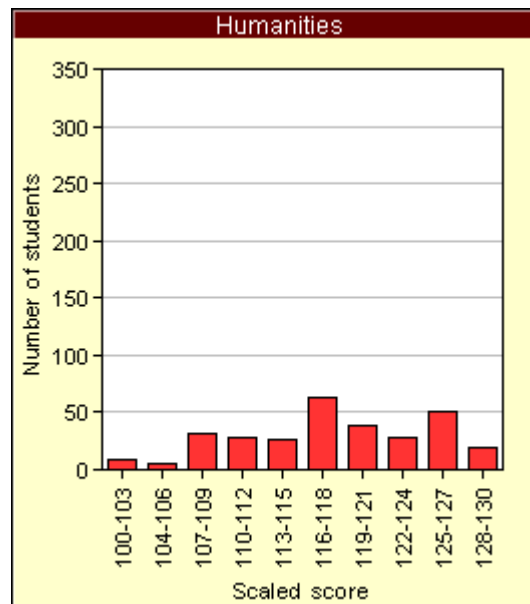
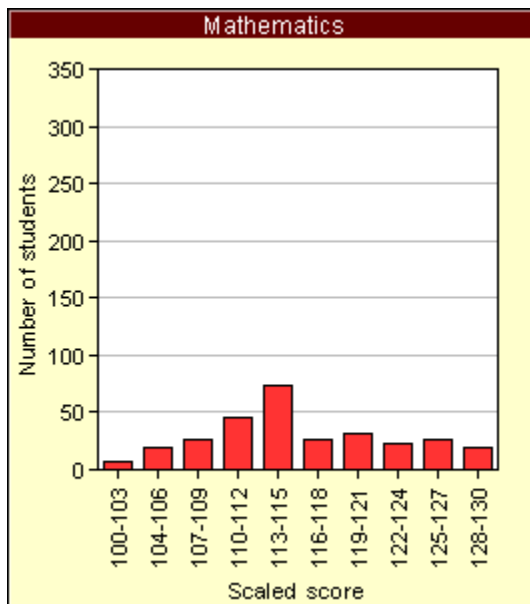
## Comparative Data

Scores below represent Andrews compared with institutional mean scores for seniors at all institution types from July 2010 through June 2015. Total number of institutions = 294.

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	Percent Insti. Below	All Institutions Mean	Deviation from Mean of All Institutions
<b>Total Score</b>	400 to 500	451.54	450 to 453	22.66	72	447.1	4.44
<b>Skills Subscores:</b>							
<b>Critical Thinking</b>	100 to 130	114.35	114 to 115	7.33	79	112.5	1.85
<b>Reading</b>	100 to 130	120.25	119 to 121	7.05	70	118.8	1.45
<b>Writing</b>	100 to 130	115.53	115 to 116	5.9	56	114.7	0.83
<b>Mathematics</b>	100 to 130	115.71	115 to 116	6.88	67	114.2	1.51
<b>Context-Based Subscores:</b>							
<b>Humanities</b>	100 to 130	117.61	117 to 119	6.86	83	115.3	2.31
<b>Social Sciences</b>	100 to 130	115.00	114 to 116	7.25	69	114.0	1.00
<b>Natural Sciences</b>	100 to 130	117.62	117 to 118	6.6	72	115.9	1.72

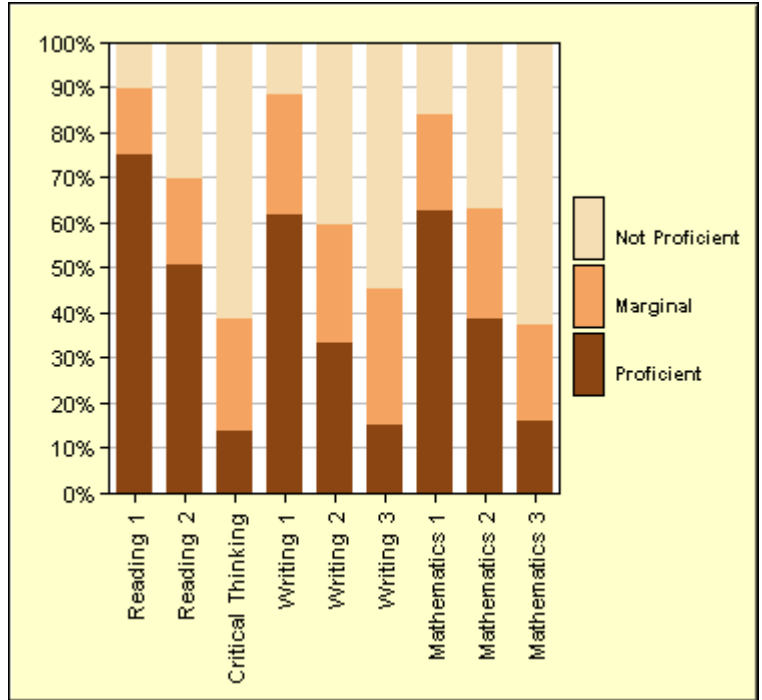
# Scaled Score Distributions





## Summary of Proficiency Classifications

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
<b>Reading, Level 1</b>	75%	15%	10%
<b>Reading, Level 2</b>	51%	19%	30%
<b>Critical Thinking</b>	14%	25%	61%
<b>Writing, Level 1</b>	62%	26%	12%
<b>Writing, Level 2</b>	33%	26%	40%
<b>Writing, Level 3</b>	15%	30%	55%
<b>Mathematics Level 1</b>	63%	21%	16%
<b>Mathematics Level 2</b>	39%	24%	37%
<b>Mathematics Level 3</b>	16%	21%	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	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>Male</b>	113	455.44 [23.51]	115.11 [7.65]	120.56 [6.82]	115.67 [5.95]	118.35 [7.17]	117.62 [6.91]	116.02 [7.61]	118.16 [6.60]
<b>Female</b>	170	449.14 [21.71]	113.87 [6.94]	120.03 [7.14]	115.53 [5.88]	114.03 [6.27]	117.69 [6.68]	114.29 [6.92]	117.21 [6.44]

### Age

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>20 - 29</b>	292	452.17 [22.25]	114.53 [7.27]	120.41 [7.00]	115.72 [5.77]	115.86 [6.76]	117.73 [6.84]	115.14 [7.23]	117.8 [6.55]
<b>30 - 39</b>	6	426.83 [25.07]	107 [6.14]	113.5 [6.63]	107.67 [6.26]	111.17 [8.41]	112.83 [6.18]	109 [5.77]	110.17 [4.88]

### Best Language

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>Yes</b>	187	455.08 [22.21]	115.47 [7.15]	121.25 [6.54]	116.67 [5.47]	116.17 [6.92]	118.47 [6.83]	116.03 [7.22]	118.72 [6.12]
<b>No</b>	54	445.57 [23.67]	112.3 [7.68]	118.15 [8.10]	113.74 [6.01]	115.04 [7.07]	115.87 [7.06]	113.19 [6.96]	115.57 [7.83]
<b>Equally well in English and another language</b>	47	443.77 [20.34]	111.98 [6.60]	118.66 [6.78]	113.26 [6.33]	114.26 [6.00]	116.23 [6.16]	112.72 [6.76]	115.3 [5.67]



## Ethnicity

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>African American</b>	50	448.22 [19.02]	113.82 [6.38]	120.3 [6.09]	115.28 [5.16]	113.42 [5.80]	117.28 [6.12]	114.48 [6.38]	117.18 [5.79]
<b>Black Hispanic</b>	8	449.63 [23.69]	115.13 [6.62]	120 [8.47]	114.63 [7.23]	113.88 [5.04]	116.88 [7.06]	116.75 [6.24]	117.25 [7.31]
<b>Hispanic</b>	38	444.03 [18.39]	112.05 [5.96]	118.66 [6.16]	114.66 [5.62]	112.84 [5.07]	115.76 [6.04]	112.24 [6.47]	116.26 [4.54]
<b>Latino</b>	14	441.43 [20.16]	111.64 [5.69]	118.79 [6.39]	112.43 [5.73]	112.64 [7.06]	116.64 [5.55]	112.93 [5.43]	114.86 [6.12]
<b>American Indian or Alaskan Native</b>	2	446.5 [10.50]	117 [3.00]	122 [3.00]	112.5 [2.50]	111 [2.00]	118 [1.00]	117.5 [3.50]	123 [7.00]
<b>Other/ Decline</b>	40	449.2 [21.10]	114.08 [7.63]	120.3 [6.25]	115.35 [5.29]	113.8 [6.59]	117.78 [6.30]	114.33 [6.31]	117.38 [6.83]
<b>Asian, Asian American or Pacific Islander</b>	63	451.37 [24.92]	113.41 [8.05]	118.57 [8.53]	114.33 [6.73]	118.94 [6.85]	116.19 [7.70]	114.3 [7.93]	116.76 [7.70]
<b>White</b>	84	460.14 [23.03]	116.85 [7.34]	122.4 [6.52]	117.71 [5.27]	117.65 [6.89]	119.83 [6.88]	117.52 [7.54]	119.63 [6.26]

## Hours Working

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>0</b>	48	447.56 [19.33]	112.6 [6.39]	119.27 [6.58]	114.42 [5.75]	115.65 [5.70]	116.44 [6.34]	112.92 [6.46]	116.85 [6.38]
<b>1 - 15</b>	162	454.15 [23.14]	115.53 [7.28]	120.89 [7.13]	116.03 [5.91]	116.03 [7.02]	118.2 [7.07]	116.15 [7.25]	118.51 [6.34]
<b>16 - 30</b>	70	449.11 [22.29]	113.1 [7.49]	119.7 [6.92]	115.49 [5.75]	115.01 [6.74]	117.5 [6.56]	113.94 [7.21]	116.17 [6.79]
<b>more than 30</b>	6	438.83 [20.36]	111.33 [5.68]	119.5 [4.50]	112.17 [6.54]	110.67 [6.50]	115.33 [5.06]	112.5 [5.09]	115.83 [4.84]

## Enrollment Status

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>Full Time</b>	149	452.48 [22.12]	114.62 [7.26]	120.84 [6.39]	115.93 [5.86]	115.58 [6.68]	118.09 [6.53]	115.41 [6.95]	117.72 [6.36]
<b>Part Time</b>	7	446.29 [9.85]	112.86 [4.76]	118.29 [5.15]	115 [4.14]	115.29 [3.99]	116.86 [5.89]	112.43 [3.70]	115.14 [3.00]

## GPA

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>3.50 - 4.00</b>	159	462.72 [20.23]	117.84 [6.42]	123.39 [5.31]	118.19 [5.06]	118.23 [6.47]	120.36 [6.39]	118.26 [6.62]	120.82 [5.35]
<b>3.00 - 3.49</b>	106	441.28 [18.34]	111.06 [6.20]	117.23 [7.17]	113.37 [5.25]	113.27 [5.92]	115.08 [6.08]	111.6 [6.29]	114.72 [5.99]
<b>2.50 - 2.99</b>	33	431.06 [15.27]	108.21 [5.74]	115.06 [6.65]	109.82 [4.54]	111.33 [6.76]	112.67 [5.32]	110.33 [5.19]	111.64 [5.44]

## Transfer Status

	Number	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
<b>Total Group</b>	299	451.54 [22.66]	114.35 [7.33]	120.25 [7.05]	115.53 [5.90]	115.71 [6.88]	117.61 [6.86]	115 [7.25]	117.62 [6.60]
<b>Not a transfer</b>	201	455.11 [23.00]	115.25 [7.63]	121.08 [7.06]	116.39 [5.90]	116.78 [6.69]	118.49 [7.05]	116 [7.34]	118.23 [6.73]
<b>0 - 15 hours transferred</b>	23	448.61 [22.20]	112.78 [6.59]	119.35 [6.09]	115.22 [5.96]	115.7 [7.43]	116.78 [5.63]	112.74 [6.67]	116.91 [5.96]
<b>16 - 30 hours transferred</b>	25	439.2 [15.00]	111.68 [5.86]	117.52 [6.43]	111.72 [4.49]	112.48 [5.15]	114.28 [5.49]	112.6 [5.81]	115.24 [5.82]
<b>Over 30 hours transferred</b>	50	444.68 [20.64]	112.76 [6.29]	118.7 [7.09]	114.1 [5.43]	113.04 [6.89]	116.08 [6.42]	113.22 [6.90]	116.7 [6.33]

# Appendix

## ETS Proficiency Profile 2015-2016

### Summary of Scaled Scores

To show the ability of the group taking the test

**Cohort Name:** Summer 2015-Spring 2016 Combined

**Student Level:** All Seniors

**Test Description:** Standard Form B

**Number of students tested:** 357

**Number of students included in these statistics:** 342

**Numbers of students excluded:** 15

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
<b>Total Score</b>	400 to 500	451.02	450 to 452	21.89	434	450	467
<b>Skills Subscores:</b>							
<b>Critical Thinking</b>	100 to 130	114.20	113 to 115	7.06	109	115	119
<b>Reading</b>	100 to 130	120.11	119 to 121	7.36	115	122	126
<b>Writing</b>	100 to 130	115.25	115 to 116	5.96	111	115	120
<b>Mathematics</b>	100 to 130	115.66	115 to 116	6.36	111	114	121
<b>Context-Based Subscores:</b>							
<b>Humanities</b>	100 to 130	117.43	117 to 118	7.14	111	119	123
<b>Social Sciences</b>	100 to 130	114.99	114 to 116	7.02	108	116	121
<b>Natural Sciences</b>	100 to 130	117.44	117 to 118	6.25	112	119	123

\*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 342.

## Summary of Proficiency Classifications Reference

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

*All Institution Types, July 2010 through June 2015*

Skill Dimension and Level	Percent of Students Classified as		
	Proficient	Marginal	Not Proficient
Reading Level 1	69%	17%	14%
Reading Level 2	41%	21%	39%
Critical Thinking	7%	22%	72%
Writing Level 1	66%	25%	9%
Writing Level 2	22%	38%	40%
Writing Level 3	10%	26%	63%
Mathematics Level 1	60%	23%	18%
Mathematics Level 2	33%	25%	41%
Mathematics Level 3	9%	18%	72%
Total Number of Students: 132,422 Weighted Number of Students: 100,600*			

## 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