

2013 ETS Proficiency Profile Comparative Data Guide for Unproctored Administrations

The annual Comparative Data Guide (CDG) contains tables of scaled scores and percentiles for institutional means and individual student scores drawn directly from test takers across the nation. The CDG can assist you in interpreting the scores from the ETS® Proficiency Profile by helping you determine how your students' skills compare with the skills of students at similar institutions. The report provides descriptive statistics based on the number of students that have completed an unproctored version of the ETS Proficiency Profile between July 1, 2008 and June 30, 2013. Information about an institution gathered through ETS Proficiency Profile administrations cannot be released in any form attributable to or identifiable with an individual institution. The anonymity of each institution's performance is maintained by reporting only the aggregate performance of the selected reference group.

Below are descriptions of the various tables provided in this guide:

- **Institutional Means Total Score/Subscore Distributions** – The distributions in these tables present the number of institutions at each mean score level. These tables provide a way to compare the Total Score and Subscore means for your institution with those of other participating institutions. These tables show the mean of means (or the average of the mean scores for those institutions/programs selected) as well as the standard deviations of those means.
- **Individual Students Total Score/Subscore Distributions** – The distributions in these tables may be used to interpret results by determining what percent of those taking the test at the selected institutions attained scores below that of a particular student. Each table shows scaled score intervals for Total Score and Subscores separately. By looking up the Total Score or Subscore and reading across the row to the corresponding number in the column headed "Percent Below," the percent of individuals scoring below any interval can be determined.
- **Summary of Proficiency Classifications** – This table presents the percentage of students classified as "Proficient", "Marginal", and "Not Proficient" for each skill dimension and level. This table provides a way to compare the proficiency levels at your institution with the selected test taker population. Descriptions of the competencies and abilities measured at each Proficiency Level can be found at http://www.ets.org/proficiencyprofile/scores/proficiency_classifications/.

The following considerations should be kept in mind when interpreting comparative data:

- This data should be considered comparative rather than normative because the institutions included in the data do not represent proportionally the various types of higher education institutions and programs. The data are drawn entirely from institutions that choose to use the ETS Proficiency Profile. Such a self-selected sample may not be representative of all institutions or programs.
- The number of students tested and sampling procedures vary from one institution to another. Therefore, it is impossible to verify that the students tested at each institution are representative of all the institution's students in that program.
- Only those institutions testing 30 or more students in a college class were included in the analyses for that college class. Institutions with fewer than 30 test takers at that class level are excluded from these calculations.
- The score distribution used to compute the individual student level statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 3800 students to this data set, the score of each of its students has been weighted by the fraction $3800/n$, where n is the number of students from that institution. For example, if an institution tested 7600 students, the score of each of its students would receive a weight of $3800/7600 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 3800 or fewer students. Therefore, an institution testing 7600 students would influence the statistics just as much as if it had tested only 3800 student

For more information about this report or other ways the ETS Proficiency Profile can help your program, contact an ETS Advisor at higher@ets.org or call **1-800-745-0269**.

The following tables include tests taken as of June 30, 2013.

2013 Comparative Data Guide
Seniors (More than 90 semester hours or more than 145 quarter hours),
Four-year Colleges and Universities—Institution List

Data includes students from domestic institutions who tested between July 2008 through June 2013.

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| <p>ALBANY STATE UNIVERSITY, GA
 AMERICAN PUBLIC UNIVERSITY, WV
 AMERICAN SENTINEL UNIVERSITY, CO
 AQUINAS COLLEGE - MI, MI
 ASHFORD UNIVERSITY, IA
 ATHENS STATE UNIVERSITY, AL
 BAUDER COLLEGE, GA
 BLOOMSBURG UNIVERSITY OF PENNSYLVANIA, PA
 BRENAU UNIVERSITY, GA
 CAPELLA UNIVERSITY, MN
 CHARTER OAK STATE COLLEGE, CT
 COLLEGE OF THE OZARKS, MO
 COLORADO MESA UNIVERSITY, CO
 COLORADO STATE UNIVERSITY - GLOBAL CAMPUS, CO
 COLUMBIA COLLEGE - MO, MO
 DALLAS BAPTIST UNIVERSITY, TX
 DEVRY UNIVERSITY, IL
 ECPI UNIVERSITY, NC
 EVERGLADES UNIVERSITY, FL
 EXCELSIOR COLLEGE, NY
 FERRIS STATE UNIVERSITY, MI
 FLORIDA A&M UNIVERSITY, FL
 HIGH POINT UNIVERSITY, NC
 HOUGHTON COLLEGE, NY
 INDIANA STATE UNIVERSITY, IN
 JACKSONVILLE STATE UNIVERSITY, AL
 KAPLAN UNIVERSITY, IL
 KUTZTOWN UNIVERSITY OF PENNSYLVANIA, PA
 LANDER UNIVERSITY, SC
 LEE UNIVERSITY, TN
 LETOURNEAU UNIVERSITY, TX
 LIBERTY UNIVERSITY, VA
 LIMESTONE COLLEGE, SC
 LOUISIANA COLLEGE, LA
 MIDLAND UNIVERSITY, NE
 MISSISSIPPI STATE UNIVERSITY, MS
 MISSOURI SOUTHERN STATE UNIVERSITY, MO
 MISSOURI STATE UNIVERSITY, MO
 MONTANA STATE UNIVERSITY, MT
 MOUNT OLIVE COLLEGE, NC
 NEUMANN UNIVERSITY, PA
 NEW JERSEY INSTITUTE OF TECHNOLOGY, NJ
 NEWBERRY COLLEGE, SC</p> | <p>NORTH CAROLINA WESLEYAN COLLEGE, NC
 OTTAWA UNIVERSITY, KS
 PATRICK HENRY COLLEGE, VA
 PROVIDENCE COLLEGE, RI
 QUEENS UNIVERSITY OF CHARLOTTE, NC
 QUINNIPIAC UNIVERSITY, CT
 REGENT UNIVERSITY, VA
 SAINT LEO UNIVERSITY, FL
 SAM HOUSTON STATE UNIVERSITY, TX
 SEATTLE UNIVERSITY, WA
 SOUTH CAROLINA STATE UNIVERSITY, SC
 SOUTH UNIVERSITY - SAVANNAH, GA
 SOUTHEASTERN UNIVERSITY, FL
 STERLING COLLEGE, KS
 STRAYER UNIVERSITY, DC
 TEXAS A&M UNIVERSITY - CORPUS CHRISTI, TX
 TEXAS A&M UNIVERSITY - SAN ANTONIO, TX
 TEXAS A&M UNIVERSITY - TEXARKANA, TX
 THOMAS EDISON STATE COLLEGE, NJ
 TOURO COLLEGE - CA, CA
 TROY UNIVERSITY, AL
 TUSCULUM COLLEGE, TN
 UNIVERSITY OF ARKANSAS AT LITTLE ROCK, AR
 UNIVERSITY OF CINCINNATI, OH
 UNIVERSITY OF HOUSTON - DOWNTOWN, TX
 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, IL
 UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE, MD
 UNIVERSITY OF MEMPHIS, TN
 UNIVERSITY OF NEVADA - RENO, NV
 UNIVERSITY OF NORTH FLORIDA, FL
 UNIVERSITY OF NORTHERN IOWA, IA
 UNIVERSITY OF PHOENIX, AZ
 UNIVERSITY OF SOUTH CAROLINA - AIKEN, SC
 UNIVERSITY OF SOUTH FLORIDA - TAMPA, FL
 UNIVERSITY OF SOUTHERN MISSISSIPPI, MS
 UNIVERSITY OF ST. FRANCIS, IL
 UNIVERSITY OF TEXAS AT TYLER, TX
 WALDEN UNIVERSITY, MN
 WASHBURN UNIVERSITY, KS
 WAYLAND BAPTIST UNIVERSITY, TX
 WAYNE STATE UNIVERSITY, MI
 WESTERN INTERNATIONAL UNIVERSITY, AZ
 WORCESTER STATE COLLEGE, MA</p> |
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Total Number of Institutions	Total Number of Students
86	45,036

Only those institutions testing 30 or more students in a college class were included in the analyses for that college class.

2013 Comparative Data Guide
Distribution of Institutional Mean Total Scores— Seniors (More than 90 semester hours or more than 145 quarter hours), Four-year Colleges and Universities
July 2008 through June 2013.

Number of Institutions	Mean	Standard Deviation
86	445.40	9.50

Mean Total Score	No. of Institutions	Percent Below
470 to 500.00	2	98
469 to 469.99	0	98
468 to 468.99	0	98
467 to 467.99	0	98
466 to 466.99	0	98
465 to 465.99	2	95
464 to 464.99	1	94
463 to 463.99	0	94
462 to 462.99	0	94
461 to 461.99	0	94
460 to 460.99	1	93
459 to 459.99	1	92
458 to 458.99	1	91
457 to 457.99	1	90
456 to 456.99	1	88
455 to 455.99	1	87
454 to 454.99	2	85
453 to 453.99	3	81
452 to 452.99	0	81
451 to 451.99	2	79
450 to 450.99	3	76
449 to 449.99	2	73
448 to 448.99	3	70
447 to 447.99	3	66

Mean Total Score	No. of Institutions	Percent Below
446 to 446.99	10	55
445 to 445.99	2	52
444 to 444.99	8	43
443 to 443.99	4	38
442 to 442.99	5	33
441 to 441.99	2	30
440 to 440.99	2	28
439 to 439.99	4	23
438 to 438.99	2	21
437 to 437.99	3	17
436 to 436.99	6	10
435 to 435.99	0	10
434 to 434.99	1	9
433 to 433.99	1	8
432 to 432.99	1	7
431 to 431.99	2	5
430 to 430.99	2	2
429 to 429.99	1	1
428 to 428.99	0	1
427 to 427.99	0	1
426 to 426.99	0	1
425 to 425.99	0	1
400 to 424.99	1	0

2013 Comparative Data Guide
Distribution of Institutional Mean Subscores— Seniors (More than 90 semester hours or more than 145 quarter hours), Four-year Colleges and Universities
July 2008 through June 2013.

Skill	Number of Institutions	Mean	Standard Deviation
Critical Thinking	86	112.16	2.47
Reading	86	118.33	2.59
Writing	86	114.61	1.69
Mathematics	86	113.38	2.73
Humanities	86	116.23	2.20
Social Sciences	86	114.34	2.15
Natural Sciences	86	115.57	2.16

Critical Thinking

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	2	98
119 to 119.99	0	98
118 to 118.99	0	98
117 to 117.99	2	95
116 to 116.99	2	93
115 to 115.99	1	92
114 to 114.99	11	79
113 to 113.99	10	67
112 to 112.99	16	49
111 to 111.99	13	34
110 to 110.99	14	17
109 to 109.99	6	10
108 to 108.99	6	3
107 to 107.99	2	1
106 to 106.99	1	0
100 to 105.99	0	0

Reading

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	2	98
124 to 124.99	0	98
123 to 123.99	0	98
122 to 122.99	4	93
121 to 121.99	4	88
120 to 120.99	9	78
119 to 119.99	19	56
118 to 118.99	11	43
117 to 117.99	12	29
116 to 116.99	12	15
115 to 115.99	4	10
114 to 114.99	3	7
113 to 113.99	4	2
112 to 112.99	1	1
111 to 111.99	1	0
110 to 110.99	0	0
109 to 109.99	0	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Writing

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	0	100
119 to 119.99	2	98
118 to 118.99	1	97
117 to 117.99	2	94
116 to 116.99	11	81
115 to 115.99	16	63
114 to 114.99	26	33
113 to 113.99	17	13
112 to 112.99	7	5
111 to 111.99	3	1
110 to 110.99	0	1
109 to 109.99	1	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Mathematics

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	1	99
121 to 121.99	0	99
120 to 120.99	2	97
119 to 119.99	2	94
118 to 118.99	2	92
117 to 117.99	4	87
116 to 116.99	1	86
115 to 115.99	5	80
114 to 114.99	13	65
113 to 113.99	15	48
112 to 112.99	9	37
111 to 111.99	18	16
110 to 110.99	11	3
109 to 109.99	2	1
108 to 108.99	0	1
107 to 107.99	1	0
106 to 106.99	0	0
100 to 105.99	0	0

Humanities

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	1	99
122 to 122.99	1	98
121 to 121.99	0	98
120 to 120.99	2	95
119 to 119.99	3	92
118 to 118.99	8	83
117 to 117.99	15	65
116 to 116.99	19	43
115 to 115.99	13	28
114 to 114.99	10	16
113 to 113.99	8	7
112 to 112.99	5	1
111 to 111.99	0	1
110 to 110.99	1	0
109 to 109.99	0	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Social Sciences

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	1	99
120 to 120.99	1	98
119 to 119.99	0	98
118 to 118.99	1	97
117 to 117.99	5	91
116 to 116.99	11	78
115 to 115.99	11	65
114 to 114.99	18	44
113 to 113.99	16	26
112 to 112.99	10	14
111 to 111.99	6	7
110 to 110.99	5	1
109 to 109.99	1	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Natural Sciences

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	2	98
120 to 120.99	1	97
119 to 119.99	2	94
118 to 118.99	6	87
117 to 117.99	8	78
116 to 116.99	17	58
115 to 115.99	15	41
114 to 114.99	16	22
113 to 113.99	10	10
112 to 112.99	4	6
111 to 111.99	3	2
110 to 110.99	1	1
109 to 109.99	1	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

2013 Comparative Data Guide
Distribution of Individual Students' Total Scores— Seniors (More than 90 semester hours or more than 145 quarter hours), Four-year Colleges and Universities
July 2008 through June 2013.

Number of Students	Mean	Standard Deviation
35,036*	443.5	21.0

Percentile	Scaled Score
90th	474
75th	458
50th	441
25th	428
10th	419

Scaled Score	Percent Below
500	>99
499	>99
498	99
497	99
496	99
495	99
494	99
493	99
492	98
491	98
490	98
489	98
488	97
487	97
486	96
485	96
484	96
483	95
482	95
481	94
480	93
479	93
478	92
477	92
476	91

Scaled Score	Percent Below
475	91
474	90
473	89
472	88
471	88
470	87
469	85
468	84
467	84
466	84
465	83
464	82
463	80
462	79
461	78
460	78
459	76
458	74
457	74
456	74
455	70
454	70
453	69
452	69
451	65

Scaled Score	Percent Below
450	64
449	64
448	62
447	59
446	58
445	58
444	53
443	53
442	52
441	49
440	47
439	46
438	44
437	41
436	39
435	38
434	35
433	33
432	33
431	29
430	28
429	27
428	25
427	22
426	21

Scaled Score	Percent Below
425	19
424	17
423	17
422	15
421	13
420	12
419	10
418	10
417	9
416	7
415	7
414	6
413	5
412	5
411	3
410	3
409	3
408	2
407	2
406	1
405	1
404	1
403	1
402	<1
401	<1
400	0

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 1600 students to this data set, the score of each of its students has been weighted by the fraction $1600/n$, where n is the number of students from that institution. For example, if an institution tested 3200 students, the score of each of its students would receive a weight of $1600/3200 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1600 or fewer students. Therefore, an institution testing 3200 students would influence the statistics just as much as if it had tested only 1600 students.

2013 Comparative Data Guide
Distribution of Individual Students' Subscores— Seniors (More than 90 semester hours or more than 145 quarter hours), Four-year Colleges and Universities
July 2008 through June 2013.

	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Number of Students	35,036*	35,036*	35,036*	35,036*	35,036*	35,036*	35,036*
Mean Score	111.7	118	114.3	112.8	115.9	114.0	115.2
Standard Deviation	6.7	7.5	5.2	6.3	6.7	6.6	6.4
Percentile	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
90th	121	127	121	123	125	123	124
75th	116	124	118	117	121	119	121
50th	111	118	114	112	116	114	115
25th	107	111	111	108	112	107	111
10th	104	107	108	106	107	106	107

Skills Subscores: Percent of Students Below Each Scaled Score

Scaled Score	Critical Thinking	Reading	Writing	Mathematics
130	>99	95	>99	>99
129	>99	94	>99	99
128	>99	91	>99	99
127	98	84	>99	96
126	97	81	>99	96
125	97	79	99	95
124	95	71	99	93
123	91	67	93	89
122	91	61	92	88
121	86	57	88	88
120	83	52	82	81
119	82	51	75	80
118	78	43	75	79
117	77	41	67	74
116	72	41	54	69
115	68	32	52	64
114	62	28	45	62
113	61	26	33	56
112	53	26	32	46
111	47	19	22	45
110	45	14	18	37
109	35	14	17	28
108	34	13	9	24
107	24	6	9	13
106	19	5	6	9
105	15	5	4	5
104	8	2	2	3
103	7	1	1	2
102	3	1	<1	1
101	2	1	<1	<1
100	0	0	0	0

Context-Based Subscores: Percent of Students Below Each Scaled Score

Scaled Score	Humanities	Social Sciences	Natural Sciences
130	>99	>99	>99
129	99	>99	99
128	95	>99	99
127	94	98	99
126	91	95	93
125	88	93	93
124	84	93	88
123	79	89	87
122	78	84	82
121	72	79	75
120	67	79	69
119	65	73	64
118	58	71	63
117	52	59	55
116	46	57	54
115	45	52	43
114	43	49	42
113	38	49	37
112	25	35	34
111	24	34	24
110	22	27	18
109	18	26	17
108	12	25	16
107	8	14	8
106	4	9	5
105	3	8	4
104	1	6	4
103	1	1	1
102	<1	1	1
101	<1	<1	1
100	0	0	0

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 1600 students to this data set, the score of each of its students has been weighted by the fraction $1600/n$, where n is the number of students from that institution. For example, if an institution tested 3200 students, the score of each of its students would receive a weight of $1600/3200 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1600 or fewer students. Therefore, an institution testing 3200 students would influence the statistics just as much as if it had tested only 1600 students.

2013 Comparative Data Guide
Summary of Proficiency Classifications— Seniors (More than 90 semester hours or more than 145 quarter hours), Four-year Colleges and Universities
July 2008 through June 2013.

Total Number of Students	Weighted Number of Students
45,036	35,036*

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	6%	13%	80%
Reading, Level 2	33%	17%	50%
Reading, Level 1	58%	18%	24%
Writing, Level 3	6%	23%	70%
Writing, Level 2	19%	31%	50%
Writing, Level 1	55%	28%	17%
Mathematics, Level 3	6%	13%	80%
Mathematics, Level 2	23%	22%	55%
Mathematics, Level 1	43%	23%	33%

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 1600 students to this data set, the score of each of its students has been weighted by the fraction $1600/n$, where n is the number of students from that institution. For example, if an institution tested 3200 students, the score of each of its students would receive a weight of $1600/3200 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1600 or fewer students. Therefore, an institution testing 3200 students would influence the statistics just as much as if it had tested only 1600 students.

**2013 Comparative Data Guide
Demographic Summary— Seniors (More than 90 semester
hours or more than 145 quarter hours), Four-year Colleges and Universities**

Percent in Demographic Category

Age	Unweighted Data	Weighted Data*
Under 20	<1%	<1%
20 to 29	52%	58%
30 to 39	26%	22%
40 to 49	16%	14%
50 to 59	5%	5%
60 or more	1%	1%

Gender	Unweighted Data	Weighted Data*
Male	45%	42%
Female	55%	58%

Ethnicity	Unweighted Data	Weighted Data*
American Indian/Alaskan Native	1%	1%
Asian/Asian American/Pacific Islander	3%	3%
African American	17%	17%
Black Hispanic	1%	1%
Hispanic	6%	5%
Latin American	1%	1%
White	66%	66%
Other	6%	6%

Best Language	Unweighted Data	Weighted Data*
English	83%	83%
Other Language	14%	14%
Both Equal	3%	3%

Enrollment Status	Unweighted Data	Weighted Data*
Full Time	77%	79%
Part Time	23%	21%

Credit Hours Transferred	Unweighted Data	Weighted Data*
Not a Transfer	41%	43%
0-15 Hours Transferred	6%	6%
16-30 Hours Transferred	11%	9%
>30 Hours Transferred	42%	42%

Hours Worked for Wages	Unweighted Data	Weighted Data*
None	15%	17%
1-15 Hours	14%	17%
16-30 Hours	16%	18%
>30 Hours	55%	47%

Cumulative GPA	Unweighted Data	Weighted Data*
3.50 – 4.00	44%	41%
3.00 – 3.49	34%	35%
2.50 – 2.99	18%	19%
2.00 – 2.49	4%	5%
1.00 – 1.99	<1%	<1%
Less than 1.00	<1%	<1%

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 1600 students to this data set, the score of each of its students has been weighted by the fraction $1600/n$, where n is the number of students from that institution. For example, if an institution tested 3200 students, the score of each of its students would receive a weight of $1600/3200 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1600 or fewer students. Therefore, an institution testing 3200 students would influence the statistics just as much as if it had tested only 1600 students.