

## 2015 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, 2010 and June 30, 2015. 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/](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 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.

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

The following tables include tests taken as of June 30, 2015.

**2015 Comparative Data Guide**  
**Seniors (More than 90 semester hours or more than 145 quarter hours),**  
**Baccalaureate (Liberal Arts) Colleges I and II—Institution List**  
*Data includes students from domestic institutions who tested between July 2010 through June 2015.*

American Sentinel University, CO  
 Ashford University, IA  
 Athens State University, AL  
 Belhaven University (MS), MS  
 Charter Oak State College, CT  
 College of the Ozarks, MO  
 Colorado Mesa University, CO  
 Columbia College (MO), MO  
 ECPI University, NC  
 Elms College, MA  
 Everglades University, FL  
 Excelsior College, NY  
 High Point University, NC  
 Houghton College, NY  
 Howard Payne University, TX  
 Kaplan University, IL  
 Keiser University, FL  
 LeTourneau University, TX

Limestone College, SC  
 Midland University, NE  
 Missouri Southern State University, MO  
 Newberry College, SC  
 Ottawa University- Phoenix, AZ  
 Pacific Union College, CA  
 Patrick Henry College, VA  
 Point University, GA  
 Presentation College, SD  
 Regent University, VA  
 Rocky Mountain College, MT  
 Saint Leo University, FL  
 Southeastern University, FL  
 Sterling College, KS  
 Strayer University, DC  
 University of Mount Olive, NC  
 Victory University, TN  
 Wingate University, NC

Total Number of Institutions	Total Number of Students
<b>36</b>	<b>18,674</b>

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

**2015 Comparative Data Guide**  
**Distribution of Institutional Mean Total Scores—**  
**Seniors (More than 90 semester hours or more than 145 quarter hours),**  
**Baccalaureate (Liberal Arts) Colleges I and II**  
*July 2010 through June 2015.*

Number of Institutions	Mean	Standard Deviation
<b>36</b>	<b>443.1</b>	<b>10.2</b>

Mean Total Score	No. of Institutions	Percent Below
470 to 500.00	2	94
469 to 469.99	0	94
468 to 468.99	0	94
467 to 467.99	0	94
466 to 466.99	0	94
465 to 465.99	0	94
464 to 464.99	0	94
463 to 463.99	0	94
462 to 462.99	0	94
461 to 461.99	0	94
460 to 460.99	0	94
459 to 459.99	0	94
458 to 458.99	0	94
457 to 457.99	0	94
456 to 456.99	0	94
455 to 455.99	0	94
454 to 454.99	1	92
453 to 453.99	0	92
452 to 452.99	2	86
451 to 451.99	0	86
450 to 450.99	0	86
449 to 449.99	0	86
448 to 448.99	2	81
447 to 447.99	2	75

Mean Total Score	No. of Institutions	Percent Below
446 to 446.99	2	69
445 to 445.99	1	67
444 to 444.99	5	53
443 to 443.99	1	50
442 to 442.99	0	50
441 to 441.99	1	47
440 to 440.99	1	44
439 to 439.99	1	42
438 to 438.99	2	36
437 to 437.99	4	25
436 to 436.99	3	17
435 to 435.99	0	17
434 to 434.99	0	17
433 to 433.99	1	14
432 to 432.99	1	11
431 to 431.99	0	11
430 to 430.99	3	3
429 to 429.99	1	0
428 to 428.99	0	0
427 to 427.99	0	0
426 to 426.99	0	0
425 to 425.99	0	0
400 to 424.99	0	0

**2015 Comparative Data Guide**  
**Distribution of Institutional Mean Subscores—**  
**Seniors (More than 90 semester hours or more than 145 quarter hours),**  
**Baccalaureate (Liberal Arts) Colleges I and II**  
*July 2010 through June 2015.*

Skill	Number of Institutions	Mean	Standard Deviation
<b>Critical Thinking</b>	<b>36</b>	<b>111.7</b>	<b>2.7</b>
<b>Reading</b>	<b>36</b>	<b>117.8</b>	<b>2.7</b>
<b>Writing</b>	<b>36</b>	<b>114.2</b>	<b>1.8</b>
<b>Mathematics</b>	<b>36</b>	<b>112.5</b>	<b>2.5</b>
<b>Humanities</b>	<b>36</b>	<b>115.9</b>	<b>2.3</b>
<b>Social Sciences</b>	<b>36</b>	<b>113.9</b>	<b>2.4</b>
<b>Natural Sciences</b>	<b>36</b>	<b>115.1</b>	<b>2.4</b>

**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	94
119 to 119.99	0	94
118 to 118.99	0	94
117 to 117.99	0	94
116 to 116.99	0	94
115 to 115.99	0	94
114 to 114.99	3	86
113 to 113.99	3	78
112 to 112.99	4	67
111 to 111.99	7	47
110 to 110.99	8	25
109 to 109.99	5	11
108 to 108.99	3	3
107 to 107.99	1	0
106 to 106.99	0	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	94
124 to 124.99	0	94
123 to 123.99	0	94
122 to 122.99	0	94
121 to 121.99	1	92
120 to 120.99	2	86
119 to 119.99	5	72
118 to 118.99	6	56
117 to 117.99	5	42
116 to 116.99	4	31
115 to 115.99	6	14
114 to 114.99	4	3
113 to 113.99	1	0
112 to 112.99	0	0
111 to 111.99	0	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	94
118 to 118.99	0	94
117 to 117.99	0	94
116 to 116.99	2	89
115 to 115.99	5	75
114 to 114.99	10	47
113 to 113.99	7	28
112 to 112.99	8	6
111 to 111.99	2	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

## 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	0	100
121 to 121.99	0	100
120 to 120.99	2	94
119 to 119.99	0	94
118 to 118.99	0	94
117 to 117.99	0	94
116 to 116.99	0	94
115 to 115.99	2	89
114 to 114.99	4	78
113 to 113.99	5	64
112 to 112.99	5	50
111 to 111.99	8	28
110 to 110.99	6	11
109 to 109.99	3	3
108 to 108.99	1	0
107 to 107.99	0	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	97
122 to 122.99	1	94
121 to 121.99	0	94
120 to 120.99	0	94
119 to 119.99	0	94
118 to 118.99	2	89
117 to 117.99	7	69
116 to 116.99	4	58
115 to 115.99	8	36
114 to 114.99	5	22
113 to 113.99	7	3
112 to 112.99	1	0
111 to 111.99	0	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

## 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	97
120 to 120.99	1	94
119 to 119.99	0	94
118 to 118.99	0	94
117 to 117.99	0	94
116 to 116.99	2	89
115 to 115.99	4	78
114 to 114.99	8	56
113 to 113.99	5	42
112 to 112.99	8	19
111 to 111.99	6	3
110 to 110.99	0	3
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	94
120 to 120.99	0	94
119 to 119.99	0	94
118 to 118.99	2	89
117 to 117.99	2	83
116 to 116.99	4	72
115 to 115.99	7	53
114 to 114.99	6	36
113 to 113.99	6	19
112 to 112.99	3	11
111 to 111.99	4	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

**2015 Comparative Data Guide**  
**Distribution of Individual Students' Total Scores— Seniors (More than 90 semester hours or more than 145 quarter hours), Baccalaureate (Liberal Arts) Colleges I and II**  
*July 2010 through June 2015.*

Number of Students	Mean	Standard Deviation
<b>17,554*</b>	<b>440.8</b>	<b>20.8</b>

Percentile	Scaled Score
<b>90<sup>th</sup></b>	<b>472</b>
<b>75<sup>th</sup></b>	<b>455</b>
<b>50<sup>th</sup></b>	<b>438</b>
<b>25<sup>th</sup></b>	<b>425</b>
<b>10<sup>th</sup></b>	<b>416</b>

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

Scaled Score	Percent Below
475	92
474	91
473	91
472	90
471	90
470	90
469	88
468	87
467	87
466	87
465	86
464	84
463	83
462	82
461	82
460	82
459	80
458	78
457	78
456	78
455	74
454	74
453	74
452	73
451	69

Scaled Score	Percent Below
450	69
449	69
448	67
447	64
446	64
445	63
444	58
443	58
442	58
441	54
440	52
439	52
438	50
437	47
436	45
435	44
434	41
433	39
432	39
431	33
430	33
429	31
428	29
427	26
426	26

Scaled Score	Percent Below
425	23
424	21
423	21
422	18
421	16
420	15
419	13
418	12
417	12
416	9
415	9
414	7
413	6
412	6
411	4
410	4
409	4
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.

**2015 Comparative Data Guide**  
**Distribution of Individual Students' Subscores—Seniors (More than 90 semester hours or more than 145 quarter hours), Baccalaureate (Liberal Arts) Colleges I and II**  
*July 2010 through June 2015.*

	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Number of Students</b>	<b>17,554*</b>	<b>17,554*</b>	<b>17,554*</b>	<b>17,554*</b>	<b>17,554*</b>	<b>17,554*</b>	<b>17,554*</b>
<b>Mean Score</b>	<b>111.0</b>	<b>117.3</b>	<b>113.6</b>	<b>112.1</b>	<b>115.3</b>	<b>113.4</b>	<b>114.6</b>
<b>Standard Deviation</b>	<b>6.6</b>	<b>7.5</b>	<b>5.3</b>	<b>6.0</b>	<b>6.7</b>	<b>6.5</b>	<b>6.4</b>
Percentile	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>90<sup>th</sup></b>	<b>121</b>	<b>127</b>	<b>121</b>	<b>120</b>	<b>125</b>	<b>122</b>	<b>124</b>
<b>75<sup>th</sup></b>	<b>115</b>	<b>124</b>	<b>117</b>	<b>116</b>	<b>121</b>	<b>118</b>	<b>120</b>
<b>50<sup>th</sup></b>	<b>110</b>	<b>118</b>	<b>113</b>	<b>112</b>	<b>116</b>	<b>112</b>	<b>115</b>
<b>25<sup>th</sup></b>	<b>106</b>	<b>111</b>	<b>110</b>	<b>107</b>	<b>109</b>	<b>107</b>	<b>110</b>
<b>10<sup>th</sup></b>	<b>104</b>	<b>107</b>	<b>106</b>	<b>105</b>	<b>107</b>	<b>106</b>	<b>106</b>

**Skills Subscores: Percent of Students Below Each Scaled Score**

Scaled Score	Critical Thinking	Reading	Writing	Mathematics
130	>99	95	>99	>99
129	>99	95	>99	>99
128	>99	93	>99	>99
127	98	86	>99	97
126	98	83	>99	97
125	98	82	99	97
124	96	74	99	95
123	93	70	94	91
122	93	65	93	90
121	88	61	89	90
120	85	56	84	84
119	84	55	79	84
118	81	47	78	83
117	80	46	71	77
116	76	45	59	73
115	72	35	57	68
114	67	31	50	67
113	66	30	38	61
112	57	29	37	50
111	51	21	27	49
110	50	16	22	42
109	39	16	21	31
108	38	15	11	28
107	27	6	11	15
106	22	6	7	11
105	17	5	5	5
104	10	3	3	3
103	9	1	2	2
102	4	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	96	>99	>99
127	95	98	99
126	92	96	94
125	89	94	94
124	85	94	90
123	81	91	89
122	80	86	84
121	75	81	78
120	69	81	73
119	68	76	67
118	61	75	67
117	55	62	59
116	49	60	59
115	48	55	47
114	47	53	46
113	41	53	41
112	27	37	38
111	26	37	26
110	25	29	20
109	21	29	19
108	14	28	19
107	9	15	10
106	4	10	6
105	3	9	5
104	2	6	5
103	1	1	2
102	<1	1	2
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.

**2015 Comparative Data Guide**  
**Summary of Proficiency Classifications—**  
**Seniors (More than 90 semester hours or more than 145 quarter hours),**  
**Baccalaureate (Liberal Arts) Colleges I and II**  
*July 2010 through June 2015.*

Total Number of Students	Weighted Number of Students
18,674	17,554*

**Percent of Students Classified**

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
<b>Critical Thinking</b>	5%	12%	83%
<b>Reading, Level 2</b>	29%	16%	54%
<b>Reading, Level 1</b>	54%	19%	27%
<b>Writing, Level 3</b>	5%	20%	74%
<b>Writing, Level 2</b>	16%	29%	55%
<b>Writing, Level 1</b>	49%	29%	22%
<b>Mathematics, Level 3</b>	5%	11%	84%
<b>Mathematics, Level 2</b>	19%	22%	59%
<b>Mathematics, Level 1</b>	39%	23%	38%

\*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.

**2015 Comparative Data Guide  
Demographic Summary—  
Seniors (More than 90 semester hours or more than 145 quarter hours),  
Baccalaureate (Liberal Arts) Colleges I and II  
July 2010 through June 2015.**

**Percent in Demographic Category**

<b>Age</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>Under 20</b>	<b>&lt;1%</b>	<b>&lt;1%</b>
<b>20 to 29</b>	<b>51%</b>	<b>52%</b>
<b>30 to 39</b>	<b>26%</b>	<b>25%</b>
<b>40 to 49</b>	<b>16%</b>	<b>15%</b>
<b>50 to 59</b>	<b>6%</b>	<b>6%</b>
<b>60 or more</b>	<b>1%</b>	<b>1%</b>

<b>Gender</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>Male</b>	<b>43%</b>	<b>43%</b>
<b>Female</b>	<b>57%</b>	<b>57%</b>

<b>Ethnicity</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>African American</b>	<b>16%</b>	<b>15%</b>
<b>American Indian/Alaskan Native</b>	<b>1%</b>	<b>1%</b>
<b>Asian/Asian American/Pacific Is.</b>	<b>3%</b>	<b>3%</b>
<b>Black Hispanic</b>	<b>1%</b>	<b>1%</b>
<b>Hispanic</b>	<b>7%</b>	<b>7%</b>
<b>Latin American</b>	<b>1%</b>	<b>1%</b>
<b>White</b>	<b>65%</b>	<b>65%</b>
<b>Other</b>	<b>7%</b>	<b>7%</b>

<b>Best Language</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>English</b>	<b>82%</b>	<b>82%</b>
<b>Other Language</b>	<b>14%</b>	<b>14%</b>
<b>Both Equal</b>	<b>4%</b>	<b>4%</b>

Enrollment Status	Unweighted Data	Weighted Data*
Full Time	82%	82%
Part Time	18%	18%

Credit Hours Transferred	Unweighted Data	Weighted Data*
Not a Transfer	43%	43%
0-15 Hours Transferred	8%	8%
16-30 Hours Transferred	10%	9%
>30 Hours Transferred	39%	39%

Hours Worked for Wages	Unweighted Data	Weighted Data*
None	15%	15%
1-15 Hours	15%	16%
16-30 Hours	17%	17%
>30 Hours	54%	53%

Cumulative GPA	Unweighted Data	Weighted Data*
3.50 – 4.00	46%	46%
3.00 – 3.49	33%	33%
2.50 – 2.99	16%	16%
2.00 – 2.49	4%	4%
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.