

## 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 2900 students to this data set, the score of each of its students has been weighted by the fraction  $2900/n$ , where  $n$  is the number of students from that institution. For example, if an institution tested 5800 students, the score of each of its students would receive a weight of  $2900/5800 = 1/2$ . In computing the statistics, each of its students would count only half as much as a student from an institution that tested 2900 or fewer students. Therefore, an institution testing 5800 students would influence the statistics just as much as if it had tested only 2900 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  
Across all Grades (All Students),  
Associate’s Colleges—Institution List**

*Data includes students from domestic institutions who tested between July 2010 through June 2015.*

- |  |   |
|--|---|
| <p>Ashland Community and Technical College, KY<br/>Big Sandy Community &amp; Technical College, KY<br/>Camden County College, NJ<br/>Central Virginia Community College, VA<br/>College of Southern Maryland, MD<br/>Community College of the Air Force, AL<br/>Craven Community College, NC<br/>Everest College, AZ<br/><b>Florida State College at Jacksonville, FL</b><br/>John Tyler Community College, VA<br/>Laredo Community College, TX<br/>Martin Community College, NC<br/>New England College of Business &amp; Finance, MA<br/>New Mexico Junior College, NM</p> | <p>Northeastern Oklahoma A&amp;M College, OK<br/>Polk State College, FL<br/>Rasmussen College, MN<br/>Rio Salado College, AZ<br/>Seminole State College of Florida, FL<br/>Skagit Valley College, WA<br/>South University, GA<br/>St. Petersburg College, FL<br/>State Fair Community College, MO<br/>Surry Community College, NC<br/>Victoria College, TX<br/>West Kentucky Community and Technical College, KY<br/>Western Oklahoma State College, OK<br/>Western Wyoming Community College, WY</p> |
|--|---|

Total Number of Institutions	Total Number of Students
<b>28</b>	<b>26,429</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—**  
**Across all Grades (All Students),**  
**Associate’s Colleges**  
*July 2010 through June 2015.*

Number of Institutions	Mean	Standard Deviation
<b>28</b>	<b>435.5</b>	<b>6.6</b>

Mean Total Score	No. of Institutions	Percent Below
470 to 500.00	0	100
469 to 469.99	0	100
468 to 468.99	0	100
467 to 467.99	0	100
466 to 466.99	0	100
465 to 465.99	0	100
464 to 464.99	0	100
463 to 463.99	0	100
462 to 462.99	0	100
461 to 461.99	0	100
460 to 460.99	0	100
459 to 459.99	0	100
458 to 458.99	0	100
457 to 457.99	0	100
456 to 456.99	0	100
455 to 455.99	0	100
454 to 454.99	0	100
453 to 453.99	0	100
452 to 452.99	0	100
451 to 451.99	0	100
450 to 450.99	0	100
449 to 449.99	0	100
448 to 448.99	0	100
447 to 447.99	0	100

Mean Total Score	No. of Institutions	Percent Below
446 to 446.99	0	100
445 to 445.99	0	100
444 to 444.99	1	96
443 to 443.99	1	93
442 to 442.99	2	86
441 to 441.99	4	71
440 to 440.99	1	68
439 to 439.99	1	64
438 to 438.99	0	64
437 to 437.99	4	50
436 to 436.99	0	50
435 to 435.99	2	43
434 to 434.99	0	43
433 to 433.99	4	29
432 to 432.99	2	21
431 to 431.99	1	18
430 to 430.99	0	18
429 to 429.99	0	18
428 to 428.99	0	18
427 to 427.99	0	18
426 to 426.99	1	14
425 to 425.99	1	11
400 to 424.99	3	0

**2015 Comparative Data Guide**  
**Distribution of Institutional Mean Subscores—**  
**Across all Grades (All Students),**  
**Associate’s Colleges**  
*July 2010 through June 2015.*

Skill	Number of Institutions	Mean	Standard Deviation
<b>Critical Thinking</b>	<b>28</b>	<b>109.8</b>	<b>1.6</b>
<b>Reading</b>	<b>28</b>	<b>115.4</b>	<b>1.9</b>
<b>Writing</b>	<b>28</b>	<b>112.5</b>	<b>1.5</b>
<b>Mathematics</b>	<b>28</b>	<b>111.2</b>	<b>1.8</b>
<b>Humanities</b>	<b>28</b>	<b>114.1</b>	<b>1.5</b>
<b>Social Sciences</b>	<b>28</b>	<b>112.0</b>	<b>1.4</b>
<b>Natural Sciences</b>	<b>28</b>	<b>113.3</b>	<b>1.6</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	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	0	100
115 to 115.99	0	100
114 to 114.99	0	100
113 to 113.99	0	100
112 to 112.99	2	93
111 to 111.99	7	68
110 to 110.99	5	50
109 to 109.99	7	25
108 to 108.99	2	18
107 to 107.99	3	7
106 to 106.99	2	0
100 to 105.99	0	0

**Reading**

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	0	100
118 to 118.99	2	93
117 to 117.99	4	79
116 to 116.99	6	57
115 to 115.99	6	36
114 to 114.99	4	21
113 to 113.99	2	14
112 to 112.99	1	11
111 to 111.99	3	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	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	0	100
115 to 115.99	0	100
114 to 114.99	6	79
113 to 113.99	5	61
112 to 112.99	10	25
111 to 111.99	2	18
110 to 110.99	2	11
109 to 109.99	2	4
108 to 108.99	1	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	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	1	96
115 to 115.99	0	96
114 to 114.99	0	96
113 to 113.99	1	93
112 to 112.99	7	68
111 to 111.99	7	43
110 to 110.99	7	18
109 to 109.99	2	11
108 to 108.99	2	4
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	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	2	93
115 to 115.99	8	64
114 to 114.99	7	39
113 to 113.99	5	21
112 to 112.99	2	14
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

## 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	0	100
120 to 120.99	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	0	100
115 to 115.99	0	100
114 to 114.99	1	96
113 to 113.99	6	75
112 to 112.99	8	46
111 to 111.99	8	18
110 to 110.99	1	14
109 to 109.99	2	7
108 to 108.99	2	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	0	100
120 to 120.99	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	0	100
115 to 115.99	4	86
114 to 114.99	6	64
113 to 113.99	6	43
112 to 112.99	7	18
111 to 111.99	2	11
110 to 110.99	2	4
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

**2015 Comparative Data Guide**  
**Distribution of Individual Students' Total Scores— Across all**  
**Grades (All Students), Associate's Colleges**  
*July 2010 through June 2015.*

Number of Students	Mean	Standard Deviation
<b>24,290*</b>	<b>433.6</b>	<b>18.8</b>

Percentile	Scaled Score
<b>90<sup>th</sup></b>	<b>459</b>
<b>75<sup>th</sup></b>	<b>444</b>
<b>50<sup>th</sup></b>	<b>431</b>
<b>25<sup>th</sup></b>	<b>420</b>
<b>10<sup>th</sup></b>	<b>411</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	99
489	99
488	99
487	99
486	99
485	99
484	99
483	98
482	98
481	98
480	98
479	97
478	97
477	97
476	97

Scaled Score	Percent Below
475	97
474	96
473	96
472	95
471	95
470	95
469	94
468	94
467	93
466	93
465	93
464	92
463	91
462	91
461	90
460	90
459	89
458	88
457	88
456	88
455	85
454	85
453	84
452	84
451	81

Scaled Score	Percent Below
450	81
449	81
448	79
447	77
446	77
445	77
444	72
443	72
442	72
441	69
440	67
439	66
438	65
437	61
436	59
435	59
434	55
433	53
432	53
431	47
430	47
429	45
428	43
427	39
426	39

Scaled Score	Percent Below
425	35
424	33
423	32
422	29
421	26
420	24
419	21
418	20
417	19
416	15
415	15
414	13
413	11
412	11
411	8
410	7
409	7
408	5
407	5
406	3
405	3
404	2
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 2900 students to this data set, the score of each of its students has been weighted by the fraction  $2900/n$ , where  $n$  is the number of students from that institution. For example, if an institution tested 5800 students, the score of each of its students would receive a weight of  $2900/5800 = 1/2$ . In computing the statistics, each of its students would count only half as much as a student from an institution that tested 2900 or fewer students. Therefore, an institution testing 5800 students would influence the statistics just as much as if it had tested only 2900 students.

**2015 Comparative Data Guide**  
**Distribution of Individual Students' Subscores— Across all Grades (All Students),**  
**Associate's Colleges**  
*July 2010 through June 2015.*

	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>Number of Students</b>	<b>24,290*</b>	<b>24,290*</b>	<b>24,290*</b>	<b>24,290*</b>	<b>24,290*</b>	<b>24,290*</b>	<b>24,290*</b>
<b>Mean Score</b>	<b>109.4</b>	<b>114.9</b>	<b>112.1</b>	<b>110.6</b>	<b>113.6</b>	<b>111.6</b>	<b>113.0</b>
<b>Standard Deviation</b>	<b>5.9</b>	<b>7.4</b>	<b>5.3</b>	<b>5.4</b>	<b>6.3</b>	<b>6.2</b>	<b>6.2</b>
Percentile	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
<b>90<sup>th</sup></b>	<b>118</b>	<b>125</b>	<b>120</b>	<b>118</b>	<b>123</b>	<b>121</b>	<b>121</b>
<b>75<sup>th</sup></b>	<b>112</b>	<b>121</b>	<b>116</b>	<b>113</b>	<b>118</b>	<b>117</b>	<b>117</b>
<b>50<sup>th</sup></b>	<b>109</b>	<b>115</b>	<b>113</b>	<b>109</b>	<b>112</b>	<b>112</b>	<b>112</b>
<b>25<sup>th</sup></b>	<b>105</b>	<b>110</b>	<b>108</b>	<b>107</b>	<b>108</b>	<b>107</b>	<b>107</b>
<b>10<sup>th</sup></b>	<b>102</b>	<b>105</b>	<b>105</b>	<b>105</b>	<b>106</b>	<b>104</b>	<b>106</b>

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

Scaled Score	Critical Thinking	Reading	Writing	Mathematics
130	>99	98	>99	>99
129	>99	98	>99	>99
128	>99	96	>99	>99
127	99	92	>99	99
126	99	90	>99	99
125	99	90	99	98
124	98	84	99	97
123	96	81	97	95
122	96	77	97	95
121	93	73	93	95
120	91	69	89	91
119	91	68	86	90
118	89	60	86	90
117	88	59	80	85
116	85	58	70	82
115	81	47	68	78
114	77	42	62	77
113	76	42	50	71
112	67	41	49	60
111	62	30	38	59
110	61	24	32	52
109	48	24	31	39
108	48	23	18	37
107	35	10	18	21
106	28	10	12	16
105	23	9	8	7
104	12	5	5	5
103	11	2	3	3
102	5	2	1	1
101	3	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	98	>99	>99
127	98	99	>99
126	96	98	96
125	95	97	96
124	92	97	94
123	88	95	93
122	88	92	90
121	83	89	86
120	79	89	82
119	78	85	77
118	71	84	77
117	66	73	70
116	60	72	70
115	59	66	58
114	58	65	57
113	51	65	50
112	35	47	49
111	35	47	34
110	33	39	27
109	27	39	26
108	20	38	26
107	13	21	14
106	6	14	8
105	5	14	7
104	3	9	7
103	2	1	2
102	<1	1	2
101	<1	<1	2
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 2900 students to this data set, the score of each of its students has been weighted by the fraction  $2900/n$ , where  $n$  is the number of students from that institution. For example, if an institution tested 5800 students, the score of each of its students would receive a weight of  $2900/5800 = 1/2$ . In computing the statistics, each of its students would count only half as much as a student from an institution that tested 2900 or fewer students. Therefore, an institution testing 5800 students would influence the statistics just as much as if it had tested only 2900 students.

**2015 Comparative Data Guide  
Summary of Proficiency Classifications—  
Across all Grades (All Students),  
Associate’s Colleges  
July 2010 through June 2015.**

Total Number of Students	Weighted Number of Students
26,429	24,290

**Percent of Students Classified**

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
<b>Critical Thinking</b>	<b>2%</b>	<b>7%</b>	<b>91%</b>
<b>Reading, Level 2</b>	<b>19%</b>	<b>14%</b>	<b>67%</b>
<b>Reading, Level 1</b>	<b>40%</b>	<b>21%</b>	<b>39%</b>
<b>Writing, Level 3</b>	<b>3%</b>	<b>14%</b>	<b>83%</b>
<b>Writing, Level 2</b>	<b>11%</b>	<b>23%</b>	<b>66%</b>
<b>Writing, Level 1</b>	<b>38%</b>	<b>30%</b>	<b>32%</b>
<b>Mathematics, Level 3</b>	<b>2%</b>	<b>8%</b>	<b>90%</b>
<b>Mathematics, Level 2</b>	<b>12%</b>	<b>19%</b>	<b>69%</b>
<b>Mathematics, Level 1</b>	<b>29%</b>	<b>23%</b>	<b>47%</b>

\*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 2900 students to this data set, the score of each of its students has been weighted by the fraction  $2900/n$ , where  $n$  is the number of students from that institution. For example, if an institution tested 5800 students, the score of each of its students would receive a weight of  $2900/5800 = 1/2$ . In computing the statistics, each of its students would count only half as much as a student from an institution that tested 2900 or fewer students. Therefore, an institution testing 5800 students would influence the statistics just as much as if it had tested only 2900 students.

**2015 Comparative Data Guide**  
**Demographic Summary—Across all Grades (All Students),**  
**Associate’s Colleges**  
*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>15%</b>	<b>16%</b>
<b>20 to 29</b>	<b>51%</b>	<b>52%</b>
<b>30 to 39</b>	<b>20%</b>	<b>19%</b>
<b>40 to 49</b>	<b>10%</b>	<b>9%</b>
<b>50 to 59</b>	<b>4%</b>	<b>3%</b>
<b>60 or more</b>	<b>&lt;1%</b>	<b>&lt;1%</b>

<b>Gender</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>Male</b>	<b>32%</b>	<b>33%</b>
<b>Female</b>	<b>68%</b>	<b>67%</b>

<b>Ethnicity</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>African American</b>	<b>9%</b>	<b>10%</b>
<b>American Indian/Alaskan Native</b>	<b>2%</b>	<b>2%</b>
<b>Asian/Asian American/Pacific Is.</b>	<b>2%</b>	<b>2%</b>
<b>Black Hispanic</b>	<b>1%</b>	<b>1%</b>
<b>Hispanic</b>	<b>15%</b>	<b>16%</b>
<b>Latin American</b>	<b>1%</b>	<b>2%</b>
<b>White</b>	<b>66%</b>	<b>64%</b>
<b>Other</b>	<b>4%</b>	<b>4%</b>

<b>Best Language</b>	<b>Unweighted Data</b>	<b>Weighted Data*</b>
<b>English</b>	<b>80%</b>	<b>80%</b>
<b>Other Language</b>	<b>13%</b>	<b>13%</b>
<b>Both Equal</b>	<b>7%</b>	<b>7%</b>

Enrollment Status	Unweighted Data	Weighted Data*
Full Time	74%	73%
Part Time	26%	27%

Credit Hours Transferred	Unweighted Data	Weighted Data*
Not a Transfer	73%	74%
0-15 Hours Transferred	9%	9%
16-30 Hours Transferred	7%	7%
>30 Hours Transferred	11%	11%

Hours Worked for Wages	Unweighted Data	Weighted Data*
None	26%	27%
1-15 Hours	15%	16%
16-30 Hours	22%	23%
>30 Hours	36%	34%

Cumulative GPA	Unweighted Data	Weighted Data*
3.50 – 4.00	39%	37%
3.00 – 3.49	34%	35%
2.50 – 2.99	20%	20%
2.00 – 2.49	6%	6%
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 2900 students to this data set, the score of each of its students has been weighted by the fraction  $2900/n$ , where  $n$  is the number of students from that institution. For example, if an institution tested 5800 students, the score of each of its students would receive a weight of  $2900/5800 = 1/2$ . In computing the statistics, each of its students would count only half as much as a student from an institution that tested 2900 or fewer students. Therefore, an institution testing 5800 students would influence the statistics just as much as if it had tested only 2900 students.