ETS Proficiency Profile

Brenau Graduating Senior Testing
Academic Year 2014-2015

Office of Academic Assessment

Dr. Patty Webster

May 2015

TO: PROVOST, DEANS AND DEPARTMENT CHAIRS
FROM: PATTY WEBSTER, OFFICE OF ACADEMIC ASSESSMENT
SUBJECT: PROFICIENCY PROFILE RESULTS SUMMARY FOR BRENAU SPRING 2015

- GRADUATING SENIORS RESULTS WITH ADDITIONAL BREAKDOWN DATA BY DEPARTMENT AND CAMPUS
- MATCHED PAIR RESULTS FOR FRESHMEN 2011 WHO PERSISTED TO GRADUATION 2015
- MULTI YEAR COMPARISONS CHARTS

DATE: MAY 2015

First and foremost, thanks to each of you for your support and cooperation throughout the planning and implementation of the senior testing. It was truly a team effort.
Sincere thanks to Professor Perry Daughtry for conducting the statistical analysis of our matched pairs study.
Finally, thanks to our Assessment Office Research Assistant, Drew Ferguson, for his invaluable help in compiling these data.

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General Information

The Proficiency Profile (ETS PP) test was administered from January through March of 2015, to students who had applied for graduation from a Brenau University undergraduate degree program. Some majors elected to allow their seniors to test independently, online, as opposed to testing in a proctored environment; in part these decisions were related to the availability (or not) of computer labs for proctored testing and the inability to test fully online students locally. As you will observe, results were generally weaker for the unproctored testing overall; it will be important for the Deans and Chairs to consider the impact of the unproctored testing on their results and to discuss efforts that might increase motivation to perform in future. Research confirms that the proctored environment produces more positive results. In the Appendix of this report is a document produced by ETS for your consideration in addressing this challenge:

- Student Motivation Ideas for the ETS Proficiency Profile

Below you will find:

- Institutional-level results
  - Compared with ***Proctored*** senior testers from participating institutions.
  - Compared with ***Unproctored*** senior testers from participating institutions.
- Multi year comparisons at the institutional level
- Results sorted by majors, campus locations, teaching formats and proctored/unproctored testing.

Also in this report are freshman to senior comparisons for

- 2011 entering freshman who persisted to test as graduating seniors: matched pairs analysis

This breakout data traditionally provides department chairs and deans with a "picture" more relevant to their specific degree programs, allowing each department to discuss individual situations and make recommendations accordingly in departmental planning objectives for the coming year.

In addition, confidential data on individual student performance has been provided to each department chair to allow departmental discussion related to individual student motivation and performance and the potential for departmental curricular intervention.

Executive Summary of Results

Students were notified via the Registrar's November Newsletter of the required senior testing to be held in Spring of 2015. Reference was made to the catalog discussion of this university testing requirement. A list of students who had applied for graduation was obtained from the Registrar in January and those students and their faculty were notified again of the "graduation requirement" to complete the ETS PP testing either a) on Assessment Day Feb. 11 , b) on an alternate date chosen by the major, or c) during an online window for testing (as selected by Suzanne Erickson CBMC). Assistance in communicating with students and motivating their performance was solicited from Department chairs and Deans.

Compliance with this Senior testing "requirement" was approximately 83% across the university, slightly below the desired goal of 85%.

The "non compliance" was greatest among the un-proctored "online" testing population: proctored compliance overall was 87% vs. 70% for unproctored students who were primarily in the Business degree programs at various locations or online.

Departmental Participation Rates

- 337 students had applied for graduation (per the Registrar) for Spring/Summer 2015, were currently enrolled and expected to test.
- While we do not require a makeup of this exam for absentees, we do send out reminders ahead of proctored testing, ask for departmental support and reminders, and provide data on actual participation by departments to help us plan for even better results in future testing.
- In a few cases, a student may have taken the exam but his/her Multiple Choice (MC) and/or Essay score was excluded from the results.
    - A student's MC component would be excluded if fewer than 75% of the questions were answered.
    - A student's Essay score was excluded if it was left blank, was too brief to evaluate, was not relevant to the topic or was not written in English.

Completion rates based on anticipated vs actual participants

Departmental participation

- Business: 73.1% (68/93)
- Education: 66.7% (20/30)
- Fine Arts: 83.0% (44/53)
- General Studies: 70.0% (7/10)
- Humanities: 100.0% (8/8)
- Math & Science: 80.4% (41/51)
- Mass Comm: 100.0% (13/13)
- Nursing: 98.7% (75/76)
- Psychology: 100% (3/3)

Campus completion rates:

- Augusta/Ft. Gordon: 61.5% (24/39)
- South Atlanta (Fairburn): 68.8% (11/16)
- Gainesville: 85.0% (34/40)
- Kings Bay: 55.6% (5/9)
- Online: 80.0% (32/40)
- North Atlanta (Peachtree): 50.0% (4/8)
- Women's College: 91.4% (169/185)

Our Percentile Rankings for average scaled scores for Brenau seniors compared to seniors testing nationally was in the 48th %ile for students testing in the proctored environment but in the 41st %ile for the un-proctored students, indicating overall lower performance by un-proctored testers compared to the proctored test-takers. The detailed report is available below, or from the Office of Academic Assessment, including a 4 year Matched pair study of students who tested as freshmen in fall 2011 and again as seniors in spring 2015. (Also see File Library in Assessment Office report in Compliance Assist).

The 2011-15 matched pair results (n=62) for Proficiency classifications (criterion based) on the test showed increases in % proficient, freshman to senior year, in all categories (reading, writing, and math) except critical thinking. (See proficiency bar chart on page 10)

However, since there were only 3 freshmen among the matched pairs who scored "proficient" as freshmen in Critical Thinking (or Reading level 3), the change looks more dramatic than it actually was: 2 of the 3 "regressed" from the Proficient to the Marginal level upon senior retesting. Motivation to produce their best effort as graduating seniors without any "high stakes" associated with the test may explain these results. In addition, our resident statistician, Perry Daughtry, suggested that this result is not unusual as testers with very high or very low results often "regress to the mean" on re-testing.

The matched pair results for scaled scores, however, showed overall statistically significant improvement from freshman to senior year on all test sections, including critical thinking. This "improvement" in scaled scores suggests the tested students overall moved "up" on these nationally normed scores, whether or not they achieved actual "proficiency".

With regard to the matched pair essay scores, the percent of seniors scoring in the 4-6 score range was 84% compared to 59% in their freshman testing, a very encouraging result. (See essay bar chart on page 10)

Professor Daughtry also reviewed our Multi-year data reports and noted that the performance of incoming freshmen over the past 3 administrations of this test (fall of 2009, 2011 and 2013) has shown a consistent decline in scaled scores which may suggest a decline in the ability of freshmen who enrolled 2009 to 2013 for this mainly WC population. However, the scaled scores for seniors in the last 2 matched pair studies were essentially static suggesting we are positively impacting even those persisting students who appear to have started out weaker.

Packets with these initial university level test results were provided to all faculty at the April 29th QEP Faculty Development and Assessment Workday; more detailed data broken out for each department were provided to chairs, and College level comparative data shared with Deans at the workday/retreat. Chairs were able to see the names and scores of their majors in order to consider how those scores compared with the faculty experience with said individual students.

A detailed final report has been compiled for the Provost and Deans and is attached here.

As there were no AGS graduates as of this date, the development of a testing plan for AGS in conjunction with the AVP for AGS will be postponed until this coming academic year. Graduates are anticipated in September of 2015 for the BBA and spring of 2016 in the AA program.

Interpreting the ETS Data

There are 3 types of scores:

- Scaled (norm-referenced) scores
- Proficiency classifications (criterion-referenced scores)
- Essay scores

Comparative data is provided for all institutions by senior class standing and sorted by testing format: proctored vs unproctored.

Scaled Scores

Used to compare one student's scores with those of another
ETS PP provides 8 norm-referenced scores:

- 1 Total Score—range 400-500
- 4 Skills Subscores—range 100-130
  - Critical Thinking
  - Reading
  - Writing
  - Mathematics
- 3 Context Sub-scores*—range 100-130
  - Humanities
  - Social Sciences
  - Natural Sciences

*From ETS.org: The *ETS*® Proficiency Profile measures proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences

Brenau Mean Score and percent of institutions with mean scores less than Brenau's

	Proctored Students		Unproctored Students	
	Brenau Mean Score (N=198)	**Seniors: All Institutions***	**Brenau Mean Score (N=54)**	**Seniors: All Institutions***
Total Score	445	48%	437	41%
Skill Subscores:				
Critical Thinking	112	47%	110	45%
Reading	118	38%	115	32%
Writing	114	39%	112	32%
Math	113	43%	111	22%
Context Subscores:				
Humanities	116	52%	112	25%
Social Sciences	113	39%	112	35%
Natural Sciences	116	44%	113	37%

*List of participating institutions available in appendix

Proficiency Classifications

Used to determine the level of proficiency on a specific skill set
ETS PP provides 9 criterion referenced scores (Proficiency classification descriptions in appendix):

- 2 Reading scores (Level 1, Level 2)
- 1 Critical Thinking score (Level 3 of Reading)
- 3 Writing scores (Level 1, Level 2, Level 3)
- 3 Mathematics scores (Level 1, Level 2, Level 3)

Percent of students scoring "Proficient" in given proficiency classification

Proficiency Classification	Proctored Students			Unproctored Students	
	Brenau (N=198)	WC Day (N=160)	Seniors – All Institutions*	Brenau (N=54)	Seniors – All Institutions*
Reading I	68%	67%	71%	50%	58%
Reading II	41%	40%	42%	22%	33%
Reading III (Crit Think)	10%	9%	8%	2%	6%
Writing I	56%	56%	67%	57%	55%
Writing II	23%	23%	23%	6%	19%
Writing III	9%	9%	10%	-	6%
Math Level I	56%	56%	60%	39%	43%
Math Level II	26%	26%	34%	20%	23%
Math Level III	7%	5%	10%	2%	6%

*List of participating institutions available in appendix

Essay Scores

Essays are scored on a scale of 1-6 (Score descriptions provided in Appendix II). At this time, the only comparative data available for the Proficiency Profile Essay is aggregated across all class levels and cannot be subdivided into a Seniors-only group for direct comparison.

Percent of students achieving indicated essay score

Essay Score	Proctored Students		Unproctored Students	
	Brenau Seniors (N=201)	WC Day Seniors (N=158)	Brenau Seniors (N=52)	WC Day Seniors (N=1)
6	4%	5%	2%	-
5	30%	32%	21%	-
4	39%	39%	50%	100%
3	13%	10%	15%	-
2	8%	9%	12%	-
1	5%	4%	-	-

*List of participating institutions available in appendix

Multi-Year Comparisons of the ETS Data

The following charts compare the entering freshmen test results from 2007, 2009, 2011 and 2013, and graduating senior results from 2009, 2011, 2013 and 2015 across Scaled Scores, Proficiency Ratings and Essay Scores. Additionally, the results of matched pair comparisons are provided for those freshmen who persisted to graduation in four years since our testing was initiated in 2007.

ETS Scaled Scores and Percentile Rankings

		Total Score		Critical Thinking		Reading		Writing		Mathematics		Humanities		Social Sciences		Natural Sciences	
Cohort	N	Avg score	%ile	Avg score	%ile	Avg score	%ile	Avg score	%ile	Avg score	%ile	Avg score	%ile	Avg score	%ile	Avg score	%ile
FR 2007	229	444	69%	112	67%	118	60%	115	65%	112	54%	114	61%	113	59%	116	64%
FR 2009	148	440	62%	110	54%	116	52%	114	55%	112	54%	113	53%	112	52%	114	53%
FR 2011	159	437	54%	109	50%	115	44%	113	47%	111	47%	112	47%	110	42%	113	46%
FR 2013	204	436	53%	109	50%	115	44%	113	47%	111	47%	114	61%	112	52%	113	46%
SR 2009	344	445	48%	112	47%	119	44%	114	39%	112	38%	115	44%	114	45%	116	44%
SR 2011	265	444	46%	112	47%	118	38%	115	48%	112	38%	115	44%	114	45%	115	42%
SR 2013																	
Proctored	174	440	38%	110	34%	116	31%	114	39%	110	25%	115	44%	112	34%	114	33%
Unproctored	88	436	39%	110	45%	115	32%	112	32%	110	37%	113	38%	111	34%	113	37%
SR 2015																	
Proctored	198	445	48%	112	47%	118	38%	114	39%	113	43%	116	52%	113	39%	116	44%
Unproctored	54	437	41%	110	45%	115	32%	112	32%	111	22%	112	25%	112	35%	113	37%

%tile rankings are relative to all participating four-year institutions between July 2008-June 2013. Brenau Freshmen are compared to entering Freshmen (those with 0 credit hours) and Brenau Seniors are compared to Seniors (those with more than 90 semester credit hours).

Differences Year to Year in average Scaled Score

FR 2007 -> FR2009	-4	-7%	-2	-13%	-2	-8%	-1	-10%	--	--	-1	-8%	-1	-7%	-2	-11%
FR 2009 -> FR2011	-3	-8%	-1	-4%	-1	-8%	-1	-8%	-1	-7%	-1	-6%	-2	-10%	-1	-7%
FR 2011 -> FR2013	-1	-1%	--	--	--	--	--	--	--	--	2	14%	2	10%	--	--
SR 2009 -> SR2011	-1	-2%	--	--	-1	-6%	1	9%	--	--	--	--	--	--	-1	-2%
SR 2011 -> SR2013P	-4	-8%	-2	-13%	-2	-7%	-1	-9%	-2	-13%	--	--	-2	-11%	-1	-9%
SR 2013P -> SR2015P	5	10%	2	13%	2	7%	--	--	3	18%	1	8%	1	5%	2	11%
SR 2013U -> SR2015U	1	2%	--	--	--	--	--	--	1	-15%	-1	-13%	1	1%	--	--

Differences Fr to Sr in average Scaled Score (not the same as matched pairs)

FR 2007 -> SR 2011	--	-23%	--	-20%	--	-22%	--	-17%	--	-16%	1	-17%	1	-14%	-1	-22%
FR 2009 -> SR 2013P	--	-24%	--	-20%	--	-21%	--	-16%	-2	-29%	2	-9%	--	-18%	--	-20%
FR 2011 -> SR 2015P	8	-6%	3	-3%	3	-6%	1	-8%	2	-4%	4	5%	3	-3%	3	-2%

ETS Proficiency Ratings

	Reading 1	Reading 2	Crit Think	Writing 1	Writing 2	Writing 3	Math 1	Math 2	Math 3	N
% of students who scored "Proficient"										
FR 2007	73%	30%	3%	78%	15%	4%	51%	24%	4%	229
FR 2009	60%	24%	3%	67%	11%	4%	47%	19%	3%	148
FR 2011	47%	21%	4%	56%	14%	4%	37%	17%	4%	159
FR 2013	46%	17%	1%	40%	14%	4%	39%	14%	5%	204
SR 2009	72%	36%	7%	72%	17%	6%	53%	21%	6%	344
SR 2011	71%	35%	4%	71%	19%	5%	47%	19%	6%	265
SR 2013	57%	26%	5%	60%	16%	5%	33%	11%	2%	262
Proctored	60%	29%	6%	64%	17%	6%	36%	12%	1%	174
Unproctored	50%	22%	2%	51%	15%	2%	25%	10%	2%	88
SR 2015	64%	37%	8%	56%	19%	7%	52%	25%	6%	252
Proctored	68%	41%	10%	56%	23%	9%	56%	26%	7%	198
Unproctored	50%	22%	2%	57%	6%	0%	39%	20%	2%	54
***National avgs of students who scored "Proficient"**										
FR Proctored	50%	23%	3%	51%	13%	5%	43%	20%	5%	
FR Unproctored	38%	15%	2%	39%	10%	3%	29%	12%	2%	
SR Proctored	71%	42%	8%	67%	23%	10%	60%	34%	10%	
SR Unproctored	58%	33%	6%	55%	19%	6%	43%	23%	6%	
Differences Year to Year in % Achieving Proficiency										
FR 2007 -> FR2009	-13%	-6%	--	-11%	-4%	--	-4%	-5%	-1%	
FR 2009 -> FR2011	-13%	-3%	1%	-11%	3%	--	-10%	-2%	1%	
FR 2011 -> FR2013	-1%	-4%	-3%	-16%	--	--	2%	-3%	1%	
SR 2009 -> SR2011	-1%	-1%	-3%	-1%	2%	-1%	-6%	-2%	--	
SR 2011 -> SR2013P	-11%	-6%	2%	-7%	-2%	1%	-11%	-7%	-5%	
SR 2013P -> SR2015P	8%	12%	4%	-8%	6%	3%	20%	14%	6%	
SR 2013U -> SR2015U	--	--	--	6%	-9%	-2%	14%	10%	--	
Differences Fr to Sr in % Achieving Proficieny (not the same as matched pairs)										
FR 2007 -> SR 2011	-2%	5%	1%	-7%	4%	1%	-4%	-5%	2%	
FR 2009 -> SR 2013P	--	5%	3%	-3%	6%	2%	-11%	-7%	-2%	
FR 2011 -> SR 2015P	21%	20%	6%	--	9%	5%	19%	9%	3%	

*National averages are computed across all participating four-year institutions between July 2008-June 2013. From ETS.org: "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 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. For example, if an institution tested 3000 students, the score of each of its students would receive a weight of 1500/3000 = 1/2. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1500 or fewer students. Therefore, an institution testing 3000 students would influence the statistics just as much as if it had tested only 1500 students."

All Brenau Essay Scores

% of Brenau students vs National comparison group achieving Essay score of 4-6

Cohort	N	Brenau	National*
FR 2007	227	55%	49%
FR 2009	152	52%	49%
FR 2011	159	64%	49%
FR 2013	201	66%	49%
SR 2009	308	62%	49%
SR 2011	249	71%	49%
SR 2013	277	70%	-
Proctored	183	60%	49%
Unproctored	94	70%	61%
SR 2015	253	73%	-
Proctored	201	73%	49%
Unproctored	52	73%	61%

*Comparative data for the Proficiency Profile Essay is aggregated across all class levels and cannot be subdivided into a Seniors-only group for direct comparison. Data for students testing 2013-14 and onward not yet available.

Differences Year to Year in % of Brenau students achieving Essay score of 4-6

	4-6
FR 2007 -> 2009	-3%
FR 2009 -> 2011	12%
FR 2011 -> 2013	2%
SR 2009 -> 2011	9%
SR 2011 -> 2013P	-11%
SR 2013P -> 2015P	13%
SR 2013U -> 2015U	3%

Differences Fr to Sr in % of Brenau students achieving Essay Score of 4-6 (not the same as matched pairs)

	4-6
FR 2007 - SR 2011	16%
FR 2009 -> SR 2013P	8%
FR 2011 -> SR 2015P	9%

Matched Pairs Study

Proficiency, Essay and Scaled Score Data

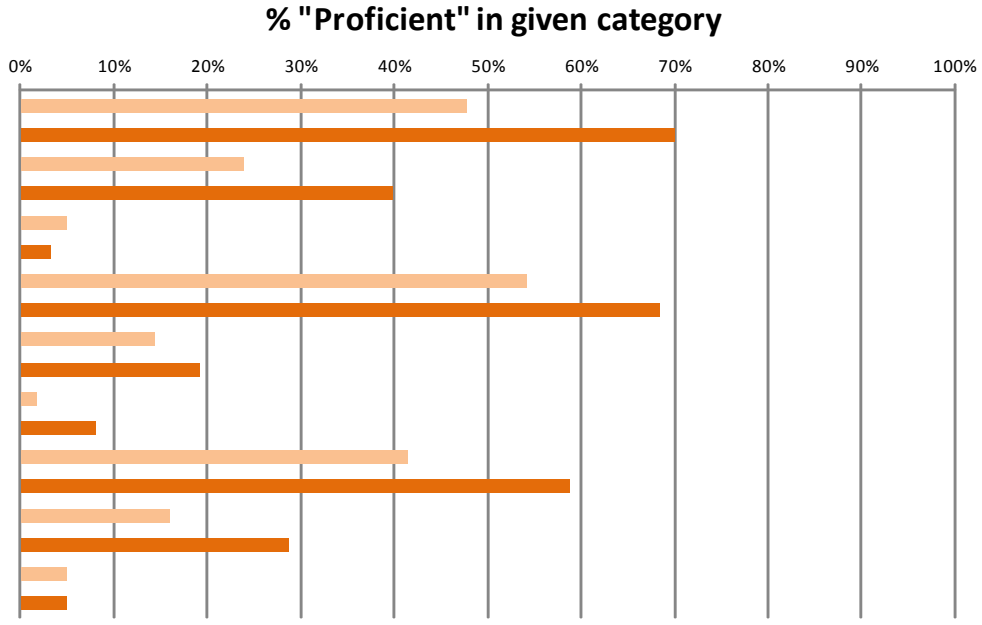
Matched Pairs: Entering Freshmen testing in 2011 who tested as graduating Seniors in 2015

All Brenau

Proficiency Classifications

(N=62)

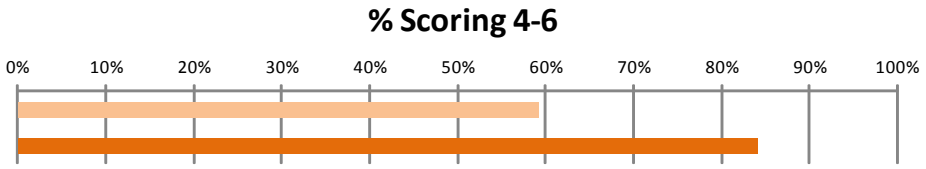
Domain	Cohort
Read 1	FR 2011
	SR 2015
Read 2	FR 2011
	SR 2015
Crit Think	FR 2011
	SR 2015
Write 1	FR 2011
	SR 2015
Write 2	FR 2011
	SR 2015
Write 3	FR 2011
	SR 2015
Math 1	FR 2011
	SR 2015
Math 2	FR 2011
	SR 2015
Math 3	FR 2011
	SR 2015



Essay Scores

(N=62)

Essay Score	
	FR 2011
	SR 2015



Paired t-Test of Scaled Scores

2015 Data - 2011 Data	Mean diff	Std. Dev	Std. Error Mean	t*	df	Sig. (2-tailed)**
Total Score	8.5556	10.5705	1.3318	6.424	62	0
Critical Thinking	3.7619	5.0886	0.6411	5.868	62	0
Reading	3.7619	5.4705	0.6892	5.458	62	0
Writing	1.1746	4.4124	0.5559	2.113	62	0.039
Mathematics	1.8571	4.2497	0.5354	3.469	62	0.001
Humanities	2.9365	5.3366	0.6724	4.368	62	0
Social Science	2.4603	5.7665	0.7265	3.386	62	0.001
Natural Science	3.0635	4.8021	0.605	5.064	62	0
Essay	0.7302	0.9539	0.1202	6.076	62	0

*The dependent t-test (also called the paired t-test or paired-samples t-test) compares the means of two related groups to detect whether there are any statistically significant differences between these means.

**Sig. (2-tailed) is the level of significance of mean difference which measures the probability that difference in the means is due to chance. The means are considered significantly different if their associated value in this column is less than 0.05.

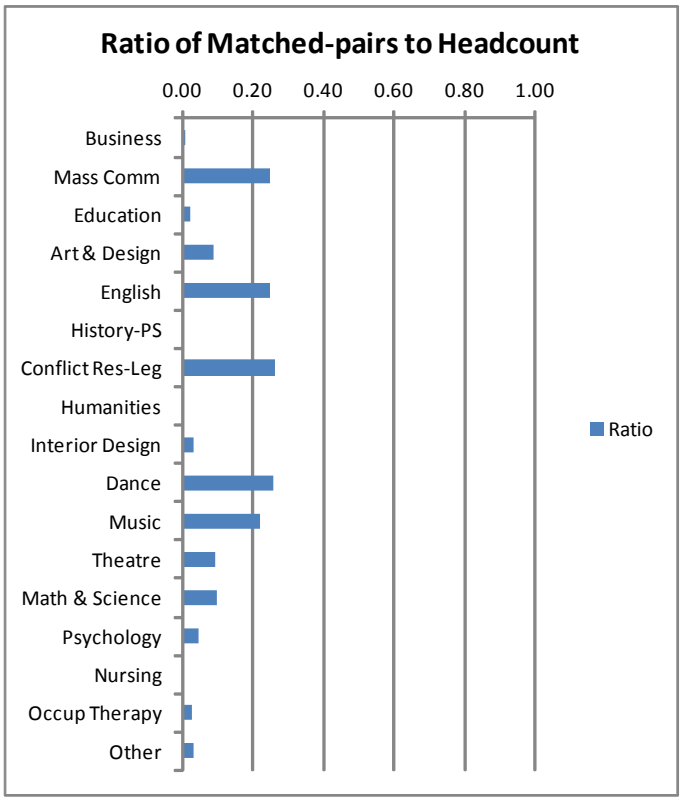
Conclusion:
For the University as a whole, the increase in ETS total and all sub-test scaled scores was statistically significant.

Thanks to Asst. Professor Perry Daughtry for performing the statistical study of ETS Scaled Score data for matched pairs.

Representation of Departments & Colleges in Matched-pairs Study

Ratio of Matched Pairs to Student Headcount by Dept

College	Dept	Matched Pairs	Headcount	Ratio
CBMC	Business	4	475	0.01
CBMC	Mass Comm	8	32	0.25
COE	Education	5	234	0.02
CFAH	Art & Design	5	57	0.09
CFAH	English	2	8	0.25
CFAH	History-PS	0	11	0.00
CFAH	Conflict Res-Leg	5	19	0.26
CFAH	Humanities	0	16	0.00
CFAH	Interior Design	1	30	0.03
CFAH	Dance	7	27	0.26
CFAH	Music	4	18	0.22
CFAH	Theatre	5	54	0.09
CHS	Math & Science	12	125	0.10
CHS	Psychology	2	44	0.05
CHS	Nursing	3	514	0.01
CHS	Occup Therapy	2	72	0.03
UNIV	Other	2	60	0.03



Senior 2015 Data

The charts on the following pages provide similar data to the above but broken out by departments and, where applicable, by campuses:

- scaled score percentile rankings compared with all testing institutions
- proficiency classifications compared to national averages
- essay scores compared to national averages
- the above three bullet items broken out further by campus (if that department had test-takers at locations other than the Women's College).

Each of these items includes breakouts based on proctored or unproctored testing environments. To assist reviewers with the context of these comparative scores, we have included the following 4 appendices:

- Definitions of the 9 proficiency classifications
- Descriptions of the essay score criteria (score range 1-6)
- Institutional listings for comparative data
- Notes for consideration provided by ETS regarding student motivation

Scaled Scores

Percentile Rankings of Brenau mean scaled scores vs all participating institutions

*separate comparative data charts provided by ETS for Proctored and Unproctored cohorts

All Test-takers (Proctored and Unproctored) by Department

		Skill Subscores					Context Subscores		
Dept	**#**	**Total**	**Crit Think**	**Reading**	**Writing**	**Math**	**Human**	**Soc Sci**	**Nat Sci**
Art & Design	6	58%	57%	44%	39%	71%	44%	39%	62%
Business	10	44%	31%	31%	31%	67%	43%	25%	24%
Business (Unproctored)	51	41%	35%	32%	32%	22%	25%	35%	37%
Conflict Res-Leg	5	70%	71%	62%	72%	50%	70%	64%	66%
Dance	10	53%	57%	48%	39%	50%	52%	54%	49%
Education	16	27%	25%	31%	31%	32%	30%	31%	19%
English	2	79%	79%	82%	81%	67%	75%	90%	66%
Interior Design	1	76%	80%	90%	72%	43%	93%	86%	66%
Int Design (Unproctored)	2	69%	78%	57%	54%	33%	58%	73%	69%
Mass Comm	13	35%	34%	31%	39%	32%	44%	19%	33%
Math & Science	36	44%	47%	38%	31%	38%	44%	39%	44%
Music	5	58%	61%	59%	39%	53%	60%	54%	49%
Nursing	69	49%	52%	44%	31%	50%	52%	45%	44%
Other	4	13%	18%	21%	9%	14%	30%	5%	24%
Other (Unproctored)	1	25%	47%	6%	17%	22%	4%	8%	55%
Psychology	3	21%	41%	31%	9%	21%	30%	25%	44%
Theatre	18	66%	66%	53%	72%	50%	65%	58%	57%
All Proctored	**198**	**48%**	**47%**	**38%**	**39%**	**43%**	**52%**	**39%**	**44%**
All Unproctored	**54**	**41%**	**45%**	**32%**	**32%**	**22%**	**25%**	**35%**	**37%**

Scaled Scores (continued)

Percentile Rankings of Brenau mean scaled scores vs all participating institutions

Proctored Test-takers (from select Depts) by Campus, Dept

Campus, Dept	#	Total	Skill Subscores				Context Subscores		
			Crit Think	Reading	Writing	Math	Human	Soc Sci	Nat Sci
A	4	27%	41%	25%	14%	32%	24%	39%	33%
Education	4	27%	41%	25%	14%	32%	24%	39%	33%
F	4	11%	18%	25%	9%	7%	30%	34%	11%
Education	4	11%	18%	25%	9%	7%	30%	34%	11%
G	27	60%	61%	53%	48%	53%	60%	54%	49%
Education	2	9%	3%	13%	19%	14%	21%	16%	3%
Nursing	25	64%	66%	53%	48%	53%	65%	58%	57%
P	1	76%	80%	90%	72%	43%	93%	86%	66%
Interior Design	1	76%	80%	90%	72%	43%	93%	86%	66%
W	60	42%	41%	36%	31%	50%	43%	34%	33%
Business	10	44%	31%	31%	31%	67%	43%	25%	24%
Education	6	51%	31%	38%	72%	60%	44%	31%	28%
Nursing	44	40%	41%	36%	24%	43%	44%	34%	42%
Brenau Proctored	**198**	**48%**	**47%**	**38%**	**39%**	**43%**	**52%**	**39%**	**44%**

Unproctored Test-takers (from select Depts) by Campus, Dept

Campus, Dept	#	Total	Skill Subscores				Context Subscores		
			Crit Think	Reading	Writing	Math	Human	Soc Sci	Nat Sci
A	13	28%	34%	26%	22%	17%	24%	35%	18%
Business	13	28%	34%	26%	22%	17%	24%	35%	18%
F	5	47%	45%	41%	45%	17%	43%	49%	42%
Business	5	47%	45%	41%	45%	17%	43%	49%	42%
G	1	15%	3%	6%	18%	22%	0%	35%	8%
Business	1	15%	3%	6%	18%	22%	0%	35%	8%
K	4	21%	15%	19%	17%	18%	8%	25%	18%
Business	4	21%	15%	19%	17%	18%	8%	25%	18%
OL	27	52%	47%	41%	33%	33%	43%	49%	43%
Business	27	52%	47%	41%	33%	33%	43%	49%	43%
P	2	69%	78%	57%	54%	33%	58%	73%	69%
Interior Design	2	69%	78%	57%	54%	33%	58%	73%	69%
W	1	7%	19%	26%	2%	4%	25%	25%	17%
Business	1	7%	19%	26%	2%	4%	25%	25%	17%
Brenau Unproctored	**54**	**41%**	**45%**	**32%**	**32%**	**22%**	**25%**	**35%**	**37%**

Scaled Scores (continued)

Percentile Rankings of Brenau mean scores vs all participating institutions

Proctored Test-takers (from select Depts) by Dept, Campus

Dept, Campus	#	Total	Skill Subscores				Context Subscores		
			Crit Think	Reading	Writing	Math	Human	Soc Sci	Nat Sci
Business	10	44%	31%	31%	31%	67%	43%	25%	24%
W	10	44%	31%	31%	31%	67%	43%	25%	24%
Education	16	27%	25%	31%	31%	32%	30%	31%	19%
A	4	27%	41%	25%	14%	32%	24%	39%	33%
F	4	11%	18%	25%	9%	7%	30%	34%	11%
G	2	9%	3%	13%	19%	14%	21%	16%	3%
W	6	51%	31%	38%	72%	60%	44%	31%	28%
Interior Design	1	76%	80%	90%	72%	43%	93%	86%	66%
P	1	76%	80%	90%	72%	43%	93%	86%	66%
Nursing	69	49%	52%	44%	31%	50%	52%	45%	44%
G	25	64%	66%	53%	48%	53%	65%	58%	57%
W	44	40%	41%	36%	24%	43%	44%	34%	42%
Brenau Proctored	**198**	**48%**	**47%**	**38%**	**39%**	**43%**	**52%**	**39%**	**44%**

Unproctored Test-takers (from select Depts) by Dept, Campus

Dept, Campus	#	Total	Skill Subscores				Context Subscores		
			Crit Think	Reading	Writing	Math	Human	Soc Sci	Nat Sci
Business	51	41%	35%	32%	32%	22%	25%	35%	37%
A	13	28%	34%	26%	22%	17%	24%	35%	18%
F	5	47%	45%	41%	45%	17%	43%	49%	42%
G	1	15%	3%	6%	18%	22%	0%	35%	8%
K	4	21%	15%	19%	17%	18%	8%	25%	18%
OL	27	52%	47%	41%	33%	33%	43%	49%	43%
W	1	7%	19%	26%	2%	4%	25%	25%	17%
Interior Design	2	69%	78%	57%	54%	33%	58%	73%	69%
P	2	69%	78%	57%	54%	33%	58%	73%	69%
Brenau Unproctored	**54**	**41%**	**45%**	**32%**	**32%**	**22%**	**25%**	**35%**	**37%**

Proficiency Classifications

Percentage of students achieving "Proficient" in indicated task domain/level

All Test-takers (Proctored and Unproctored) by Dept

		Reading		Critical Thinking	Writing			Math		
Dept	**#**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
Art & Design	6	83%	33%	0%	67%	0%	0%	100%	50%	17%
Business	10	60%	20%	0%	40%	20%	0%	80%	60%	20%
Business (Unproctored)	51	49%	22%	2%	59%	4%	0%	39%	20%	2%
Conflict Res-Leg	5	80%	80%	20%	100%	40%	20%	60%	40%	0%
Dance	10	70%	50%	0%	80%	0%	0%	70%	20%	0%
Education	16	50%	13%	0%	56%	6%	6%	31%	13%	6%
English	2	100%	100%	0%	100%	50%	50%	50%	50%	0%
Interior Design	3	100%	67%	0%	67%	33%	0%	67%	33%	0%
Int Design (Unproctored)	2	100%	50%	0%	50%	50%	0%	50%	50%	0%
Mass Comm	13	38%	23%	8%	54%	31%	15%	38%	8%	0%
Math & Science	36	75%	39%	6%	56%	19%	3%	56%	14%	3%
Music	5	80%	60%	0%	40%	0%	0%	80%	20%	0%
Nursing	69	70%	46%	16%	46%	28%	9%	57%	29%	7%
Other	5	40%	20%	0%	20%	0%	0%	20%	20%	0%
Other (Unproctored)	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Psychology	3	67%	0%	0%	33%	0%	0%	0%	0%	0%
Theatre	18	78%	61%	28%	83%	56%	33%	61%	39%	17%
All Brenau	**252**	**64%**	**37%**	**8%**	**56%**	**19%**	**7%**	**52%**	**25%**	**6%**
All Institutions - Seniors		71%	42%	8%	67%	23%	10%	60%	34%	10%
All Institutions - Seniors (Unproctored)		58%	33%	6%	55%	19%	6%	43%	23%	6%

Proficiency Classifications (continued)

Percentage of students achieving "Proficient" in indicated task domain/level

Proctored Test-takers (from select Depts) by Campus, Dept

		Reading		Critical Thinking	Writing			Math		
Campus, Dept	**#**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
A	4	50%	0%	0%	25%	0%	0%	25%	0%	0%
Education	4	50%	0%	0%	25%	0%	0%	25%	0%	0%
F	4	50%	25%	0%	25%	0%	0%	0%	0%	0%
Education	4	50%	25%	0%	25%	0%	0%	0%	0%	0%
G	27	74%	56%	22%	63%	33%	15%	67%	33%	19%
Education	2	0%	0%	0%	50%	0%	0%	0%	0%	0%
Nursing	25	80%	60%	24%	64%	36%	16%	72%	36%	20%
P	1	100%	100%	0%	100%	0%	0%	100%	0%	0%
Interior Design	1	100%	100%	0%	100%	0%	0%	100%	0%	0%
W	60	63%	33%	8%	43%	22%	5%	55%	32%	5%
Business	10	60%	20%	0%	40%	20%	0%	80%	60%	20%
Education	6	67%	17%	0%	100%	17%	17%	67%	33%	17%
Nursing	44	64%	39%	11%	36%	23%	5%	48%	25%	0%
Brenau Proc. Sr. (ALL Dept.)	**198**	**68%**	**41%**	**10%**	**56%**	**23%**	**9%**	**56%**	**26%**	**7%**
All Institutions - Seniors		71%	42%	8%	67%	23%	10%	60%	34%	10%

Unproctored Test-takers (from select Depts) by Campus, Dept

		Reading		Critical Thinking	Writing			Math		
Campus, Dept	**#**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
A	13	46%	0%	0%	46%	0%	0%	15%	8%	0%
Business	13	46%	0%	0%	46%	0%	0%	15%	8%	0%
F	5	80%	20%	0%	100%	0%	0%	20%	0%	0%
Business	5	80%	20%	0%	100%	0%	0%	20%	0%	0%
G	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Business	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
K	4	0%	0%	0%	25%	0%	0%	25%	25%	0%
Business	4	0%	0%	0%	25%	0%	0%	25%	25%	0%
OL	27	0%	0%	0%	0%	0%	0%	0%	0%	0%
OL	27	56%	37%	4%	67%	7%	0%	59%	30%	4%
Business	2	100%	50%	0%	50%	50%	0%	50%	50%	0%
Interior Design	2	100%	50%	0%	50%	50%	0%	50%	50%	0%
W	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Business	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Brenau Unproctored Seniors	**54**	**50%**	**22%**	**2%**	**57%**	**6%**	**0%**	**39%**	**20%**	**2%**
All Institutions - Seniors		58%	33%	6%	55%	19%	6%	43%	23%	6%

Proficiency Classifications (continued)

Percentage of students achieving "Proficient" in indicated task domain/level

Proctored Test-takers (from select Depts) by Dept, Campus

		Reading		Critical Thinking	Writing			Math		
Dept, Campus	**#**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
Business	10	60%	20%	0%	40%	20%	0%	80%	60%	20%
W	10	60%	20%	0%	40%	20%	0%	80%	60%	20%
Education	16	50%	13%	0%	56%	6%	6%	31%	13%	6%
A	4	50%	0%	0%	25%	0%	0%	25%	0%	0%
F	4	50%	25%	0%	25%	0%	0%	0%	0%	0%
G	2	0%	0%	0%	50%	0%	0%	0%	0%	0%
W	6	67%	17%	0%	100%	17%	17%	67%	33%	17%
Interior Design	1	100%	100%	0%	100%	0%	0%	100%	0%	0%
P	1	100%	100%	0%	100%	0%	0%	100%	0%	0%
Nursing	69	70%	46%	16%	46%	28%	9%	57%	29%	7%
G	25	80%	60%	24%	64%	36%	16%	72%	36%	20%
W	44	64%	39%	11%	36%	23%	5%	48%	25%	0%
Brenau Proctored Seniors	**198**	**68%**	**41%**	**10%**	**56%**	**23%**	**9%**	**56%**	**26%**	**7%**
All Institutions - Seniors		71%	42%	8%	67%	23%	10%	60%	34%	10%

Unproctored Test-takers (from select Depts) by Dept, Campus

		Reading		Critical Thinking	Writing			Math		
Dept, Campus	**#**	**1**	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
Business	51	49%	22%	2%	59%	4%	0%	39%	20%	2%
A	13	46%	0%	0%	46%	0%	0%	15%	8%	0%
F	5	80%	20%	0%	100%	0%	0%	20%	0%	0%
G	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
K	4	0%	0%	0%	25%	0%	0%	25%	25%	0%
OL	27	56%	37%	4%	67%	7%	0%	59%	30%	4%
W	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Interior Design	2	100%	50%	0%	50%	50%	0%	50%	50%	0%
P	2	100%	50%	0%	50%	50%	0%	50%	50%	0%
Brenau Unproctored Seniors	**54**	**50%**	**22%**	**2%**	**57%**	**6%**	**0%**	**39%**	**20%**	**2%**
All Institutions - Seniors		58%	33%	6%	55%	19%	6%	43%	23%	6%

Essay Scores

Percentage of students receiving indicated score on ETS PP Essay

All Test-takers by Dept (Proctored and Unproctored)

Dept	#	1	2	3	4	5	6
Art & Design	6	0%	0%	0%	33%	50%	17%
Business	9	0%	22%	11%	44%	22%	0%
Business (Unproctored)	45	0%	11%	16%	47%	24%	2%
Conflict Res-Leg	5	0%	20%	0%	60%	20%	0%
Dance	9	0%	0%	0%	56%	44%	0%
Education	20	5%	0%	25%	45%	20%	5%
English	3	0%	0%	33%	0%	33%	33%
Interior Design	1	0%	0%	0%	0%	100%	0%
Int Design (Unproctored)	4	0%	25%	0%	75%	0%	0%
Mass Comm	11	0%	0%	18%	18%	45%	18%
Math & Science	38	0%	8%	11%	37%	37%	8%
Music	5	0%	0%	20%	40%	40%	0%
Nursing	69	12%	14%	17%	36%	20%	0%
Other	4	25%	0%	0%	75%	0%	0%
Other (Unproctored)	3	0%	0%	33%	67%	0%	0%
Psychology	3	0%	0%	0%	33%	67%	0%
Theatre	18	0%	6%	6%	50%	39%	0%
All Brenau	**253**	**4%**	**9%**	**14%**	**42%**	**28%**	**4%**
All Institutions - All Students		7%	16%	29%	33%	14%	1%
All Institutions - All Students (Unproctored)		6%	9%	24%	41%	19%	1%

Essay Scores (continued)

Percentage of students receiving indicated score on ETS PP Essay

Proctored Test-takers (from select depts) by Campus, Dept

Campus, Dept	#	1	2	3	4	5	6
A	7	14%	0%	29%	43%	14%	0%
Education	7	14%	0%	29%	43%	14%	0%
F	5	0%	0%	40%	60%	0%	0%
Education	5	0%	0%	40%	60%	0%	0%
G	27	7%	4%	26%	33%	30%	0%
Education	2	0%	0%	50%	50%	0%	0%
Nursing	25	8%	4%	24%	32%	32%	0%
P	1	0%	0%	0%	0%	100%	0%
Interior Design	1	0%	0%	0%	0%	100%	0%
W	59	10%	19%	12%	39%	19%	2%
Business	9	0%	22%	11%	44%	22%	0%
Education	6	0%	0%	0%	33%	50%	17%
Nursing	44	14%	20%	14%	39%	14%	0%
All Brenau Seniors	**201**	**5%**	**8%**	**13%**	**39%**	**30%**	**4%**
All Institutions - All Students		7%	16%	29%	33%	14%	1%

Unproctored Test-takers (from select depts) by Campus, Dept

Campus, Dept	#	1	2	3	4	5	6
A	14	0%	0%	36%	36%	21%	7%
Business	14	0%	0%	36%	36%	21%	7%
F	4	0%	0%	0%	75%	25%	0%
Business	4	0%	0%	0%	75%	25%	0%
G	1	0%	100%	0%	0%	0%	0%
Business	1	0%	100%	0%	0%	0%	0%
K	3	0%	67%	0%	33%	0%	0%
Business	3	0%	67%	0%	33%	0%	0%
OL	22	0%	9%	9%	50%	32%	0%
Business	22	0%	9%	9%	50%	32%	0%
P	4	0%	25%	0%	75%	0%	0%
Interior Design	4	0%	25%	0%	75%	0%	0%
W	1	0%	0%	0%	100%	0%	0%
Business	1	0%	0%	0%	100%	0%	0%
All Brenau Seniors	**52**	**0%**	**12%**	**15%**	**50%**	**21%**	**2%**
All Institutions - All Students		6%	9%	24%	41%	19%	1%

Essay Scores (continued)

Percentage of students receiving indicated score on ETS PP Essay

Proctored Test-takers (from select depts) by Dept, Campus

Dept, Campus	#	1	2	3	4	5	6
Business	9	0%	22%	11%	44%	22%	0%
W	9	0%	22%	11%	44%	22%	0%
Education	20	5%	0%	25%	45%	20%	5%
A	7	14%	0%	29%	43%	14%	0%
F	5	0%	0%	40%	60%	0%	0%
G	2	0%	0%	50%	50%	0%	0%
W	6	0%	0%	0%	33%	50%	17%
Interior Design	1	0%	0%	0%	0%	100%	0%
P	1	0%	0%	0%	0%	100%	0%
Nursing	69	12%	14%	17%	36%	20%	0%
G	25	8%	4%	24%	32%	32%	0%
W	44	14%	20%	14%	39%	14%	0%
All Brenau Seniors	**201**	**5%**	**8%**	**13%**	**39%**	**30%**	**4%**
All Institutions - All Students		7%	16%	29%	33%	14%	1%

Unproctored Test-takers (from select depts) by Dept, Campus

Dept, Campus	#	1	2	3	4	5	6
Business	45	0%	11%	16%	47%	24%	2%
A	14	0%	0%	36%	36%	21%	7%
F	4	0%	0%	0%	75%	25%	0%
G	1	0%	100%	0%	0%	0%	0%
K	3	0%	67%	0%	33%	0%	0%
OL	22	0%	9%	9%	50%	32%	0%
W	1	0%	0%	0%	100%	0%	0%
Interior Design	4	0%	25%	0%	75%	0%	0%
P	4	0%	25%	0%	75%	0%	0%
All Brenau Seniors	**52**	**0%**	**12%**	**15%**	**50%**	**21%**	**2%**
All Institutions - All Students		6%	9%	24%	41%	19%	1%

Appendix I: Proficiency Classifications

In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well your students have mastered each level of proficiency within three skill areas:

- **Reading/Critical Thinking**
- **Writing**
- **Mathematics**

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

Appendix II: Descriptions of ETS PP Essay Scores

1. A typical essay in this category exhibits ONE OR MORE of the following characteristics:
   - provides little or no evidence of the ability to understand the issue or present a position on the issue
   - provides little or no evidence of the ability to develop an organized response to the issue
   - has persistent problems with vocabulary and /or sentence structure
   - contains pervasive errors in grammar, mechanics, and sentence structure that result in incoherence

2. A typical essay in this category exhibits ONE OR MORE of the following characteristics:
   - is unclear in presenting a position on the issue
   - is disorganized and undeveloped
   - relies on unsupported generalizations
   - provides few, if any, relevant reasons or examples
   - has serious problems with vocabulary and /or sentence structure
   - contains frequent errors in grammar, mechanics, and sentence structure that interfere with meaning

3. A typical essay in this category exhibits ONE OR MORE of the following characteristics:
   - is vague or limited in presenting a position on the issue
   - makes poorly-supported generalizations and /or fails to provide sufficient reasons and examples to support its position
   - is poorly focused and /or organized, lacking connections between ideas
   - has problems in the use of vocabulary and sentence variety that interfere with clarity
   - contains errors in grammar, usage, or sentence structure that can interfere with meaning

4. A typical essay in this category
   - presents a reasonably clear position on the issue
   - develops ideas with reasons and examples
   - is adequately focused and organized
   - expresses ideas with reasonable clarity
   - generally demonstrates control of grammar, mechanics, or sentence structure, but may have some errors

5. A typical essay in this category
   - presents a clear and developed position on the issue
   - demonstrates some understanding of the complexities of the issue
   - develops ideas with appropriate reasons and examples
   - is focused and well organized, connecting ideas appropriately
   - expresses ideas clearly, using appropriate vocabulary and sentence variety
   - demonstrates control of grammar, mechanics, and sentence structure

6. A typical essay in this category
   - presents a thoughtful and well-developed position on the issue
   - explores the complexities of the issue
   - develops the position with apt reasons and /or well-chosen examples
   - is well focused and well organized
   - uses effective vocabulary and sentence variety
   - demonstrates strong control of grammar, mechanics, and sentence structure

Appendix III: (Institutional Listing)

Proctored and Unproctored Testing Universities (N=35)

AMERICAN PUBLIC UNIV
AQUINAS COLLEGE - MI
BLOOMSBURG UNIV OF PENNSYLVANIA
BRENAU UNIV
DALLAS BAPTIST UNIV
FERRIS STATE UNIV
FLORIDA A&M UNIV
INDIANA STATE UNIV
LANDER UNIV
LEE UNIV
LETOURNEAU UNIV
MISSISSIPPI STATE UNIV
MISSOURI SOUTHERN STATE UNIV
MISSOURI STATE UNIV
NEWBERRY COLLEGE
NORTH CAROLINA WESLEYAN COLLEGE
OTTAWA UNIV
PATRICK HENRY COLLEGE
QUEENS UNIV OF CHARLOTTE
QUINNIPIAC UNIV
SAINT LEO UNIV
SOUTH CAROLINA STATE UNIV
SOUTHEASTERN UNIV
TEXAS A&M UNIV - TEXARKANA
TROY UNIV
TUSCULUM COLLEGE
UNIV OF MEMPHIS
UNIV OF NORTH FLORIDA
UNIV OF NORTHERN IOWA
UNIV OF SOUTH CAROLINA - AIKEN
UNIV OF SOUTH FLORIDA - TAMPA
UNIV OF SOUTHERN MISSISSIPPI
UNIV OF ST. FRANCIS
UNIV OF TEXAS AT TYLER
WAYLAND BAPTIST UNIV

Proctored-only Testing Universities (N=217)

ABILENE CHRISTIAN UNIV
ALABAMA STATE UNIV
ALBERTUS MAGNUS COLLEGE
ANDERSON UNIV - SC
ANDREWS UNIV
ANGELO STATE UNIV
ANTIOCH UNIV MCGREGOR
ARKANSAS STATE UNIV
ARMSTRONG ATLANTIC STATE UNIV
ASBURY UNIV
AUSTIN PEAY STATE UNIV
AVE MARIA UNIV - NAPLES
BALDWIN-WALLACE COLLEGE
BECKER COLLEGE
BELHAVEN COLLEGE
BELLARMINE UNIV
BEMIDJI STATE UNIV
BENNETT COLLEGE FOR WOMEN
BETHEL COLLEGE
BETHEL UNIV
BIOLA UNIV
BLUE MOUNTAIN COLLEGE
BLUFFTON UNIV
BREWTON-PARKER COLLEGE
BRIDGEWATER COLLEGE
BRYAN COLLEGE
CAIRN UNIV
CALIFORNIA UNIV OF PENNSYLVANIA
CAMPBELL UNIV
CAZENOVIA COLLEGE
CHARLESTON SOUTHERN UNIV
CHEYNEY UNIV OF PENNSYLVANIA
CHRISTIAN BROTHERS UNIV
CLAFLIN UNIV
CLARK ATLANTA UNIV
CLAYTON STATE UNIV
CLEMSON UNIV
COASTAL CAROLINA UNIV
COLLEGE OF CHARLESTON
COLLEGE OF NEW JERSEY
COLORADO STATE UNIV - PUEBLO
CONCORDIA COLLEGE
CONCORDIA UNIV - CA
CONCORDIA UNIV CHICAGO
COVENANT COLLEGE
DELAWARE VALLEY COLLEGE
DENISON UNIV
DICKINSON STATE UNIV
DORDT COLLEGE
DYERSBURG STATE COMMUNITY COLLEGE
EAST STROUDSBURG UNIV
EASTERN MENNONITE UNIV
EASTERN NEW MEXICO UNIV
ECKERD COLLEGE
EDINBORO UNIV OF PENNSYLVANIA
ENDICOTT COLLEGE
FELICIAN COLLEGE
FISHER COLLEGE
FISK UNIV
FLORIDA INTERNATIONAL UNIV
FORT HAYS STATE UNIV
FRAMINGHAM STATE COLLEGE
FRANCIS MARION UNIV
GEORGE FOX UNIV
GEORGETOWN COLLEGE
GOVERNORS STATE UNIV
GRAMBLING STATE UNIV
GUILFORD COLLEGE
HESSER COLLEGE
HOLY FAMILY UNIV
HOUSTON BAPTIST UNIV
HOWARD PAYNE UNIV
HUMBOLDT STATE UNIV
HUSTON-TILLOTSON UNIV
INDIANA UNIV - BLOOMINGTON
JAMESTOWN COLLEGE
KEAN UNIV
LAGRANGE COLLEGE
LAKE SUPERIOR STATE UNIV
LAMAR UNIV

LAMBUTH UNIV
LEWIS-CLARK STATE COLLEGE
LINDENWOOD UNIV
LOCK HAVEN UNIV
LONG ISLAND UNIV - C.W. POST
MAHARISHI UNIV OF MANAGEMENT
MANSFIELD UNIV OF PENNSYLVANIA
MARANATHA BAPTIST BIBLE COLLEGE
MARIAN UNIV
MARIETTA COLLEGE
MARY BALDWIN COLLEGE
MASSACHUSETTS MARITIME ACADEMY
MCNEESE STATE UNIV
METROPOLITAN STATE COLLEGE OF DENVER
MIDWAY COLLEGE
MINNESOTA STATE UNIV - MANKATO
MINNESOTA STATE UNIV - MOORHEAD
MISSISSIPPI COLLEGE
MISSISSIPPI VALLEY STATE UNIV
MISSOURI WESTERN STATE U
MONTCLAIR STATE UNIV
MORGAN STATE UNIV
MOUNT VERNON NAZARENE U
NEW JERSEY CITY UNIV
NICHOLLS STATE UNIV
NORFOLK STATE UNIV
NORTH CAROLINA A&T STATE U
NORTH CAROLINA STATE UNIV
NORTH GREENVILLE UNIV
NORTHEASTERN ILLINOIS UNIV
NORTHERN ARIZONA UNIV
NORTHERN MICHIGAN UNIV
NORTHWEST MISSOURI STATE UNIV
NORWICH UNIV
OAKLAND CITY UNIV
OHIO CHRISTIAN UNIV
OKLAHOMA BAPTIST UNIV
OKLAHOMA STATE UNIV
PACE UNIV
PACIFIC UNION COLLEGE
PALM BEACH ATLANTIC UNIV
PFEIFFER UNIV
PHILANDER SMITH COLLEGE
POINT LOMA NAZARENE UNIV
POINT UNIV
PRESENTATION COLLEGE
REINHARDT COLLEGE
RIVIER COLLEGE
ROBERT B. MILLER COLLEGE
ROCKY MOUNTAIN COLLEGE
SAINT AUGUSTINES COLLEGE
SAINT MARY-OF-THE-WOODS COLLEGE
SAN DIEGO CHRISTIAN COLLEGE
SCHREINER UNIV
SHAWNEE STATE UNIV
SHENANDOAH UNIV
SOUTH COLLEGE
SOUTHEAST MISSOURI STATE UNIV
SOUTHERN ADVENTIST UNIV
SOUTHERN ILLINOIS UNIV CARBONDALE
SOUTHERN ILLINOIS UNIV EDWARDSVILLE
SOUTHERN UTAH UNIV
SOUTHWEST BAPTIST UNIV
SOUTHWESTERN ASSEMBLIES OF GOD UNIV
SOUTHWESTERN COLLEGE
SPALDING UNIV
SPELMAN COLLEGE
SPRING HILL COLLEGE
STEPHEN F. AUSTIN STATE UNIV
SULLIVAN UNIV
SUNY AT BINGHAMTON
TALLADEGA COLLEGE
TARLETON STATE UNIV
TAYLOR UNIV
TEMPLE UNIV
TENNESSEE STATE UNIV
TENNESSEE WESLEYAN COLLEGE
TEXAS A&M UNIV - COMMERCE
TEXAS A&M UNIV - KINGSVILLE
TEXAS WESLEYAN UNIV
THOMAS MORE COLLEGE
TOCCOA FALLS COLLEGE
TOURO COLLEGE - NY
TREVECCA NAZARENE UNIV
TROY UNIV - GLOBAL
TRUMAN STATE UNIV
UNIV OF AKRON
UNIV OF ALABAMA AT BIRMINGHAM
UNIV OF ALABAMA IN HUNTSVILLE
UNIV OF CENTRAL ARKANSAS
UNIV OF CENTRAL MISSOURI
UNIV OF CENTRAL OKLAHOMA
UNIV OF CHARLESTON
UNIV OF COLORADO AT COLORADO SPRINGS
UNIV OF COLORADO AT DENVER
UNIV OF DELAWARE
UNIV OF GEORGIA
UNIV OF KANSAS
UNIV OF MAINE AT FORT KENT
UNIV OF MAINE AT PRESQUE ISLE
UNIV OF MARYLAND - EASTERN SHORE
UNIV OF MASSACHUSETTS - DARTMOUTH
UNIV OF MASSACHUSETTS LOWELL
UNIV OF MISSISSIPPI
UNIV OF MISSOURI - COLUMBIA
UNIV OF MISSOURI - KANSAS CITY
UNIV OF MOBILE
UNIV OF NORTH CAROLINA AT GREENSBORO
UNIV OF NORTH CAROLINA AT WILMINGTON
UNIV OF NORTH TEXAS - DALLAS
UNIV OF NORTH TEXAS - DENTON
UNIV OF PIKEVILLE

UNIV OF SOUTH ALABAMA
UNIV OF SOUTH CAROLINA - COLUMBIA
UNIV OF SOUTH CAROLINA - UPSTATE
UNIV OF SOUTH FLORIDA - POLYTECHNIC
UNIV OF SOUTH FLORIDA - SARASOTA-MANATEE
UNIV OF SOUTH FLORIDA - ST. PETERSBURG
UNIV OF SOUTHERN INDIANA
UNIV OF TENNESSEE - CHATTANOOGA
UNIV OF TENNESSEE - KNOXVILLE
UNIV OF TENNESSEE - MARTIN
UNIV OF THE CUMBERLANDS
UNIV OF THE OZARKS
UNIV OF TULSA
UNIV OF WISCONSIN - PARKSIDE
UNIV OF WISCONSIN - PLATTEVILLE
UNIV OF WISCONSIN - STEVENS POINT
UNIV OF WISCONSIN - STOUT
VANGUARD UNIV OF SOUTHERN CALIFORNIA
VICTORY UNIV
WARNER PACIFIC COLLEGE
WESTERN CONNECTICUT STATE UNIV
WILEY COLLEGE
WILKES UNIV
WINSTON-SALEM STATE UNIV
WINTHROP UNIV

Unproctored-only Testing Universities (N=51)
ALBANY STATE UNIV
AMERICAN SENTINEL UNIV
ASHFORD UNIV
ATHENS STATE UNIV
BAUDER COLLEGE
CAPELLA UNIV
CHARTER OAK STATE COLLEGE
COLLEGE OF THE OZARKS
COLORADO MESA UNIV
COLORADO STATE UNIV - GLOBAL CAMPUS
COLUMBIA COLLEGE - MO
DEVRY UNIV
ECPI UNIV
EVERGLADES UNIV
EXCELSIOR COLLEGE
HIGH POINT UNIV
HOUGHTON COLLEGE
JACKSONVILLE STATE UNIV
KAPLAN UNIV
KUTZTOWN UNIV OF PENNSYLVANIA
LIBERTY UNIV
LIMESTONE COLLEGE
LOUISIANA COLLEGE
MIDLAND UNIV
MONTANA STATE UNIV
MOUNT OLIVE COLLEGE
NEUMANN UNIV
NEW JERSEY INSTITUTE OF TECHNOLOGY
PROVIDENCE COLLEGE
REGENT UNIV
SAM HOUSTON STATE UNIV
SEATTLE UNIV
SOUTH UNIV - SAVANNAH
STERLING COLLEGE
STRAYER UNIV
TEXAS A&M UNIV - CORPUS CHRISTI
TEXAS A&M UNIV - SAN ANTONIO
THOMAS EDISON STATE COLLEGE
TOURO COLLEGE - CA
UNIV OF ARKANSAS AT LITTLE ROCK
UNIV OF CINCINNATI
UNIV OF HOUSTON - DOWNTOWN
UNIV OF ILLINOIS AT URBANA-CHAMPAIGN
UNIV OF MARYLAND - UNIV COLLEGE
UNIV OF NEVADA - RENO
UNIV OF PHOENIX
WALDEN UNIV
WASHBURN UNIV
WAYNE STATE UNIV
WESTERN INTERNATIONAL UNIV
WORCESTER STATE COLLEGE

Appendix IV: Notes for consideration provided by ETS

Student Motivation Ideas for the ETS® Proficiency Profile

1. A culture of assessment at an institution can be an immense benefit in motivating students for these types of tests. Faculty enthusiasm is a tremendous influence on students' perception of the importance of the test.
2. Send a letter from the President explaining the importance of the test.
3. Test takers are divided into teams, with prizes and recognition awarded to the top teams, as well as top individual performers.
4. Write the use of the test into your curriculum and make it clear from a student's freshmen year the importance of the test for their program of study.
5. $20 Gift certificates to the bookstore.
6. Free cap & gown rental.
7. Scholarships to the top 20 students.
8. Require students to take the test or there is a hold put on their registration (i.e. not allowed to register for the next semester).
9. Students receive a half or full credit for taking the test.
10. Annual assessment days are held which include fun activities, awards ceremonies, and food.
11. Require the test to receive diploma.
12. Test is scheduled before dinnertime (4PM- 6PM) and pizza and soda are served.
13. Students are entered in raffles for gifts from the local mall, food establishments, or cash.
14. Based on score results, students scoring at mean or above are entered in a prize drawing.
15. Parking privileges for a month or a semester.
16. Priority on residence hall lists.
17. Reception with President.
18. Add a cord to the student's graduation cap
19. Receive extra credit in a particular course
20. Give a l/2 credit or full credit if the students attain a certain score
21. For students who don't attain a specific score, have them write a reflection paper on why they didn't do that well.

NOTE: ETS does not recommend using the ETS® Proficiency Profile test as the sole measure of a student's abilities. It should be part of an overall assessment plan for curriculum improvement, not a make-or-break high stakes hurdle.