

ETS Proficiency Profile Results
Academic Year 2019-20

This file contains three worksheets with detailed results for the academic year 2019-20.

1. Skill and Content Scores: This table shows a breakdown of average subscores by college and department.

2. Proficiency Scores: Shows the proportion of test takers who are judged competent to perform various skills at each of the three levels within the three skill areas. Skills by level and area are as follows:

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

3. Percentile Ranks of Comparison Schools: Gives distribution for total scores and subscores.

University of Tennessee at Chattanooga: Proficiency Profile Skill & Content Scores By College and Major: 2019-20

				Skill Subscores								Content Subscores					
College/Major	N	Total Score		Critical Thinking		Reading		Writing		Math		Humanities		Social Sciences		Natural Sciences	
		Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile
College of Engineering and Computer Science	199	450.00	86	110.00	47	120.00	88	115.00	77	119.00	97	115.00	77	114.00	81	116.00	78
Computer Science	42	463.21	99	115.00	97	123.19	99	117.00	96	119.88	97	119.69	99	116.07	96	118.40	96
Engineering	157	447.44	79	111.63	63	117.87	57	113.40	41	116.94	92	114.40	63	113.23	70	115.71	62
College of Health, Education, and Professional Studies	410	442.00	62	110.00	47	118.50	69	115.00	77	113.00	62	115.00	77	112.00	50	116.00	78
Health & Human Performance	165	442.39	62	110.58	47	117.92	57	114.11	63	112.83	41	113.96	48	112.87	50	115.21	62
School of Education	101	442.79	62	110.36	47	117.27	57	115.12	77	112.92	41	113.59	48	111.97	32	115.08	62
School of Nursing	57	445.93	74	110.84	47	118.19	69	115.44	77	114.25	77	113.53	48	111.77	32	116.16	78
School of Professional Studies	87	439.00	49	110.00	47	118.00	69	114.00	63	112.00	41	115.00	77	112.00	50	115.00	62
Integrated Studies	66	441.26	57	110.71	47	116.39	42	114.64	63	112.65	41	114.17	63	111.61	32	114.83	44
Interior Design	2	447.50	79	111.00	63	121.00	95	117.00	96	111.50	26	119.00	99	112.00	50	114.00	44
Social Work	19	445.16	74	112.47	78	119.26	80	113.90	41	112.95	41	116.11	87	114.58	81	115.47	62
College of Arts and Sciences	653	449.00	85	112.00	78	120.00	88	116.00	90	113.00	62	117.00	93	114.00	81	116.00	78
Art	44	443.57	66	113.59	86	116.91	42	115.34	77	110.63	14	115.25	77	114.11	81	115.20	62
Biology, Geology & Environmental Science	121	455.01	94	113.00	86	122.00	99	116.00	90	117.00	94	117.00	93	117.00	98	119.00	98
Chemistry & Physics	19	459.00	97	116.00	99	120.00	88	115.00	77	119.00	97	116.00	87	117.00	98	120.00	99
Communication	95	441.60	57	110.99	47	117.27	57	115.15	77	111.48	26	114.07	63	113.15	70	114.63	44
English	43	462.16	98	117.02	99	123.79	99	119.47	99	113.54	62	121.09	99	118.54	99	118.91	96
History	17	454.82	93	114.59	92	123.82	99	115.47	77	113.88	62	120.00	99	117.00	98	117.59	88
Humanities	4	448.50	80	110.75	47	121.25	95	116.75	90	112.50	41	115.00	77	115.25	92	116.00	78
Mathematics	10	463.10	99	116.40	99	120.00	88	116.40	90	123.00	99	120.10	99	115.20	92	117.00	88
Modern & Classical Languages & Literatures	10	456.50	95	116.40	99	122.10	99	117.10	96	113.00	62	119.00	99	117.30	98	118.70	96
Performing Arts	16	443.00	66	112.00	78	120.00	88	114.00	63	112.00	41	112.00	27	114.50	81	117.50	88
Music	9	459.00	97	112.00	78	122.78	99	115.00	77	116.00	92	112.00	27	118.00	99	121.00	99
Theatre	7	429.00	12	110.00	47	115.00	30	111.00	14	110.00	14	112.00	27	112.00	50	111.00	9
Philosophy & Religion	10	451.50	88	112.50	78	121.50	95	117.00	96	116.00	92	118.00	98	117.00	98	113.00	31
Political Science & Public Service	34	450.50	86	116.00	99	122.00	99	115.00	77	113.00	62	119.00	99	117.00	98	117.50	88
Psychology	120	445.28	74	111.94	63	118.27	69	114.93	63	113.04	62	115.43	77	112.98	50	115.63	62
Social, Cultural & Justice Studies	110	446.50	77	112.00	78	120.00	88	115.00	77	111.00	26	117.00	93	113.00	70	116.00	78
College of Business	319	446.00	77	110.00	47	118.00	69	115.00	77	116.00	92	112.00	27	113.00	70	115.00	62
Accounting	62	453.39	91	112.50	78	119.79	80	116.19	90	117.37	94	115.58	77	113.95	70	116.98	78
Business Administration/Management	112	440.91	51	110.42	47	116.13	42	113.76	41	113.38	62	113.08	48	111.65	32	113.96	31
Marketing/Entrepreneurship	105	443.81	66	110.64	47	116.65	42	114.98	63	114.25	77	113.20	48	112.97	50	114.32	44
Economics	4	464.75	99	114.25	92	121.75	95	119.25	99	120.50	98	117.25	93	117.00	98	116.50	78
Finance	36	446.78	77	111.17	63	117.50	57	113.64	41	116.72	92	114.64	63	113.06	70	114.78	44
Major and College Unknown *	41	441.50	57	109.50	31	118.00	69	115.00	77	111.00	26	112.00	27	110.00	17	116.00	78
All Colleges and Majors	1622	447.00	79	111.00	63	120.00	88	115.00	77	113.00	62	115.00	77	113.00	70	116.00	78
* These respondents failed to provide a valid major.																	

College/Department		PROFICIENCY PROFILE: PROFICIENCY SCORES (PERCENT OF STUDENTS CLASSIFIED PROFICIENT AT EACH LEVEL)																											
		Reading									Writing									Mathematics									
		Level 1			Level 2			Critical Thinking			Level 1			Level 2			Level 3			Level 1			Level 2			Level 3			
		N	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof	% Profic	% Marg	% Not Prof
College of Engineering and Computer Science		199	66%	15%	19%	41%	17%	42%	8%	21%	71%	58%	26%	16%	23%	31%	46%	14%	21%	65%	75%	13%	12%	56%	19%	25%	19%	30%	51%
Computer Science		42	83%	12%	5%	64%	14%	21%	57%	31%	12%	81%	12%	7%	38%	38%	24%	19%	36%	45%	93%	7%	0%	69%	26%	5%	24%	38%	38%
Engineering		157	62%	15%	23%	34%	18%	48%	7%	18%	75%	52%	29%	19%	19%	29%	52%	12%	17%	71%	70%	15%	15%	53%	17%	30%	17%	28%	55%
College of Health, Education, and Professional Studies		410	63%	18%	19%	31%	22%	47%	1%	17%	82%	60%	28%	12%	20%	34%	46%	68%	23%	9%	56%	21%	23%	23%	31%	46%	4%	11%	85%
Health & Human Performance		165	65%	14%	21%	33%	23%	44%	2%	17%	81%	57%	27%	16%	18%	33%	50%	8%	19%	73%	53%	23%	24%	23%	27%	50%	7%	11%	82%
School of Education		101	59%	25%	16%	28%	24%	48%	0%	16%	84%	66%	20%	14%	22%	40%	38%	12%	28%	60%	55%	19%	26%	25%	59%	46%	3%	12%	85%
School of Nursing		57	72%	12%	16%	31%	23%	46%	0%	19%	81%	65%	32%	3%	23%	37%	40%	11%	26%	63%	72%	19%	9%	23%	51%	26%	2%	14%	84%
School of Professional Studies		87	59%	19%	22%	31%	18%	51%	1%	17%	82%	54%	36%	10%	22%	25%	53%	8%	22%	70%	51%	22%	27%	22%	26%	52%	2%	10%	88%
Integrated Studies		66	55%	24%	21%	29%	16%	55%	0%	14%	86%	53%	39%	8%	20%	26%	54%	10%	20%	70%	48%	23%	29%	23%	23%	54%	2%	10%	88%
Interior Design		2	100%	0%	0%	0%	100%	0%	0%	0%	100%	100%	0%	0%	50%	0%	50%	0%	50%	50%	50%	0%	50%	0%	50%	50%	0%	0%	100%
Social Work		19	68%	6%	26%	42%	16%	42%	6%	31%	63%	53%	26%	21%	26%	26%	48%	0%	26%	74%	58%	21%	21%	21%	37%	42%	6%	10%	84%
College of Arts and Sciences		653	71%	14%	15%	42%	21%	37%	7%	21%	72%	70%	21%	9%	25%	43%	32%	13%	26%	61%	55%	22%	23%	27%	27%	46%	5%	15%	80%
Art		44	66%	14%	20%	25%	23%	52%	5%	18%	77%	63%	23%	14%	33%	24%	43%	18%	23%	59%	41%	18%	41%	9%	32%	59%	0%	5%	95%
Biology, Geology & Environmental Science		121	79%	11%	10%	46%	24%	30%	6%	29%	65%	78%	18%	4%	28%	46%	26%	14%	29%	57%	74%	17%	9%	46%	28%	26%	7%	30%	63%
Chemistry & Physics		19	68%	21%	11%	37%	21%	42%	5%	16%	79%	74%	16%	10%	5%	68%	27%	0%	26%	74%	95%	0%	5%	79%	16%	5%	16%	53%	31%
Communication		95	59%	17%	24%	34%	21%	45%	5%	19%	76%	66%	23%	11%	22%	40%	38%	7%	31%	62%	41%	28%	31%	13%	29%	58%	0%	9%	91%
English		43	93%	5%	2%	72%	14%	14%	16%	40%	44%	91%	7%	2%	61%	30%	9%	40%	37%	23%	56%	26%	18%	21%	35%	44%	9%	9%	82%
History		17	88%	0%	12%	82%	6%	12%	12%	41%	47%	82%	12%	6%	18%	70%	12%	0%	47%	53%	59%	29%	12%	24%	35%	41%	6%	6%	88%
Humanities		4	75%	25%	0%	50%	0%	50%	0%	50%	50%	50%	50%	0%	50%	0%	50%	50%	0%	50%	25%	75%	0%	25%	50%	25%	0%	0%	100%
Mathematics		10	70%	0%	30%	50%	20%	30%	30%	20%	50%	70%	20%	10%	30%	40%	30%	20%	20%	60%	100%	0%	0%	90%	10%	0%	50%	30%	20%
Modern & Classical Languages & Literatures		10	90%	0%	10%	80%	0%	20%	20%	20%	60%	80%	10%	10%	30%	60%	10%	20%	30%	50%	50%	30%	20%	20%	30%	50%	0%	10%	90%
Performing Arts		16	69%	25%	6%	31%	19%	50%	6%	13%	81%	63%	25%	12%	19%	37%	44%	19%	6%	75%	50%	31%	19%	25%	19%	56%	13%	12%	75%
Music		9	100%	0%	0%	56%	22%	22%	67%	22%	11%	78%	11%	11%	33%	33%	34%	33%	0%	67%	78%	11%	11%	44%	22%	34%	22%	22%	56%
Theatre		7	29%	57%	14%	0%	14%	86%	0%	0%	100%	43%	43%	14%	0%	43%	57%	0%	14%	86%	14%	57%	29%	0%	14%	86%	0%	0%	100%
Philosophy & Religion		10	60%	20%	20%	40%	20%	40%	10%	20%	70%	70%	0%	30%	20%	50%	30%	20%	20%	60%	70%	0%	30%	40%	30%	30%	20%	20%	60%
Political Science & Public Service		34	70%	9%	21%	44%	26%	30%	12%	26%	62%	73%	12%	15%	21%	44%	35%	15%	17%	68%	50%	35%	15%	30%	17%	53%	6%	12%	82%
Psychology		120	67%	19%	14%	36%	22%	42%	2%	18%	80%	70%	20%	10%	21%	45%	34%	10%	21%	69%	57%	21%	22%	25%	28%	47%	1%	13%	86%
Social, Cultural & Justice Studies		110	67%	18%	15%	35%	23%	42%	5%	10%	85%	58%	34%	8%	19%	43%	38%	10%	23%	67%	42%	23%	35%	16%	24%	60%	1%	10%	89%
College of Business		319	62%	15%	23%	28%	23%	49%	2%	18%	80%	64%	24%	12%	20%	39%	41%	9%	23%	68%	68%	16%	16%	34%	31%	35%	8%	19%	73%
Accounting		62	74%	11%	15%	41%	24%	35%	0%	26%	74%	83%	11%	6%	27%	47%	26%	16%	24%	60%	81%	11%	8%	56%	23%	21%	18%	30%	52%
Business/Management		112	57%	14%	29%	22%	24%	54%	2%	12%	86%	51%	32%	17%	20%	26%	54%	11%	19%	70%	58%	22%	20%	24%	30%	46%	7%	11%	82%
Marketing/Entrepreneurship		105	57%	19%	24%	28%	19%	53%	1%	22%	77%	65%	25%	10%	19%	45%	36%	6%	28%	66%	68%	14%	18%	27%	37%	36%	3%	16%	81%
Economics		4	75%	25%	0%	50%	0%	50%	25%	25%	50%	100%	0%	0%	50%	50%	0%	0%	75%	25%	100%	0%	0%	75%	25%	0%	25%	50%	25%
Finance		36	64%	14%	22%	28%	30%	42%	0%	17%	83%	67%	22%	11%	8%	50%	42%	0%	19%	81%	81%	11%	8%	45%	33%	22%	11%	28%	61%
Major and College Unknown *		41	51%	20%	29%	29%	20%	51%	2%	12%	86%	61%	24%	15%	12%	46%	42%	10%	17%	73%	41%	22%	37%	27%	17%	56%	5%	12%	83%
All Colleges and Majors		1622	66%	16%	18%	36%	21%	43%	4%	20%	76%	65%	24%	11%	22%	38%	40%	11%	24%	65%	60%	20%	20%	31%	28%	41%	7%	17%	76%

* These respondents failed to provide a valid major.

2020 ETS Proficiency Profile Comparative Data Report 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, 2015 and June 30, 2020. 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 you can generate using this service:

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

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

- This data should be considered comparative rather than normative because the institutions included in the data do not represent proportionally the various types of higher education institutions and programs. The data are drawn entirely from institutions that choose to use the ETS Proficiency Profile. Such a self-selected sample may not be representative of all institutions or programs.
- The number of students tested and sampling procedures vary from one institution to another. Therefore, it is impossible to verify that the students tested at each institution are representative of all the institution's students in that program.
- Only those institutions testing 30 or more students in a college class were included in the analyses for that college class. Institutions with fewer than 30 test takers at that class level are excluded from these calculations.
- In certain circumstances, the score distribution used to compute these statistics will be modified to prevent the statistics from being dominated by a few very large institutions. If an institution contributes a large number of students to a data set, the score of each of its students will be weighted. If weighting is applied to the report, a footnote explaining the weighting process will appear below the table. Weighting is only applied to reports based on individual student results.
- 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 or call 1-800-745-0269.

The following reports include tests taken as of June 30, 2020.

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American Sentinel University, CO
 Aquinas College (MI), MI
 Asbury University, KY
 Ashford University, CA
 Ashland Community and Technical College, KY
 Ashland University, OH
 Bacone College, OK
 Baptist College of Florida, The, FL
 Belhaven University (MS), MS
 Bloomsburg University, PA
 Cabarrus College of Health Sciences, NC
 Calvary Bible College, MO
 Campbell University, NC
 Capital University, OH
 Central Arizona College, AZ
 Central Baptist College, AR
 Central Virginia Community College, VA
 Charter Oak State College, CT
 College of the Ozarks, MO
 Colorado Mesa University, CO
 Colorado State University- Global Campus, CO
 Columbus State University, GA
 Community College of the Air Force, AL
 Covenant College, GA
 Dallas Baptist University, TX
 Dallas Christian College, TX
 DeVry University, IL
 ECPI University, NC
 Everglades University, FL
 Fayetteville State University, NC
 Florida Agricultural and Mechanical University, FL
 Florida State College at Jacksonville, FL
 Friends University, KS
 Grambling State University, LA
 High Point University, NC
 Howard Payne University, TX
 Jacksonville State University, AL
 Kelsey University, FL
 La Salle University, PA
 Lander University, SC
 Lee University, TN
 Lewis-Clark State College, ID
 Limestone College, SC

Loyola University New Orleans, LA
 Luther Rice College & Seminary, GA
 Mary Baldwin University, VA
 Midland University, NE
 Midwestern Baptist Theological Seminary, MO
 Missouri State University, MO
 Montana State University - Billings, MT
 National University, CA
 New River Community College, VA
 Northeastern Oklahoma A&M College, OK
 Northeastern State University, OK
 Patrick Henry College, VA
 Pellissippi State Community College, TN
 Pfeiffer University, NC
 Point Loma Nazarene University, CA
 Point University, GA
 Presentation College, SD
 Providence Christian College, CA
 Providence College, RI
 Quinnipiac University, CT
 Regent University, VA
 Reinhardt University, GA
 Roane State Community College, TN
 Rocky Mountain College, MT
 Skagit Valley College, WA
 Slippery Rock University of PA, PA
 South College-Main, TN
 Southeastern Oklahoma State University, OK
 Southeastern University, FL
 Southwest Baptist University, MO
 State Fair Community College, MO
 Sterling College, KS
 Sullivan University, KY
 Surry Community College, NC
 Texas A&M University - San Antonio, TX
 Texas Tech University, TX
 Texas Tech University Health Sciences Center, TX
 The New School, NY
 Thomas Edison State University, NJ
 Touro College (CA), CA
 Troy University, AL
 University of Colorado at Colorado Springs, CO
 University of Georgia, GA



University of Mary, ND
 University of Memphis, TN
 University of Nevada, NV
 University of North Florida, FL
 University of North Texas - Denton, TX
 University of Phoenix, AZ
 University of South Florida - Sarasota-Manatee, FL
 University of Tampa, FL
 University of Tennessee - Chattanooga, TN

University of Texas at Tyler, TX
 Walden University, MN
 Washburn University, KS
 Wayland Baptist University, TX
 Wayne State University, MI
 West Kentucky Community and Technical College, KY
 Western Oklahoma State College, OK
 Western Wyoming Community College, WY
 Wilmington University, DE

Total Number of Institutions	Total Number of Students
108	53,587

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



2020 Comparative Data Guide
Distribution of Institutional Mean Total Scores
All Institution Types
Senior (>90 semester hours/>145 quarter hours)
July 2015 through June 2020

Number of Institutions	Mean	Standard Deviation
108	442.1	8.0

Mean Total Score	No. of Institutions	Percent Below
470 to 500.00	1	99
469 to 469.99	0	99
468 to 468.99	0	99
467 to 467.99	0	99
466 to 466.99	0	99
465 to 465.99	0	99
464 to 464.99	0	99
463 to 463.99	0	99
462 to 462.99	1	98
461 to 461.99	1	97
460 to 460.99	0	97
459 to 459.99	0	97
458 to 458.99	0	97
457 to 457.99	1	96
456 to 456.99	0	96
455 to 455.99	1	95
454 to 454.99	0	95
453 to 453.99	2	94

Mean Total Score	No. of Institutions	Percent Below
446 to 446.99	2	75
445 to 445.99	7	69
444 to 444.99	5	64
443 to 443.99	6	58
442 to 442.99	11	48
441 to 441.99	7	42
440 to 440.99	2	40
439 to 439.99	5	35
438 to 438.99	3	32
437 to 437.99	4	29
436 to 436.99	6	23
435 to 435.99	8	16
434 to 434.99	3	13
433 to 433.99	2	11
432 to 432.99	3	8
431 to 431.99	2	6
430 to 430.99	2	5
429 to 429.99	3	2

452 to 452.99	5	89
451 to 451.99	3	86
450 to 450.99	3	83
449 to 449.99	0	83
448 to 448.99	3	81
447 to 447.99	4	77

428 to 428.99	0	2
427 to 427.99	1	1
426 to 426.99	0	1
425 to 425.99	0	1
400 to 424.99	1	0



2020 Comparative Data Guide
Distribution of Institutional Mean Subscores
All Institution Types
Senior (>90 semester hours/>145 quarter hours)
July 2015 through June 2020

Skill	Number of Institutions	Mean	Standard Deviation
Critical Thinking	108	111.3	2.1
Reading	108	117.1	2.3
Writing	108	113.8	1.7
Mathematics	108	113.0	2.2
Humanities	108	115.3	2.0
Social Sciences	108	113.4	2.0
Natural Sciences	108	114.7	1.9

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	1	99
119 to 119.99	0	99
118 to 118.99	0	99
117 to 117.99	1	98
116 to 116.99	0	98
115 to 115.99	2	96
114 to 114.99	4	93
113 to 113.99	10	83
112 to 112.99	16	69
111 to 111.99	21	49
110 to 110.99	25	26
109 to 109.99	17	10
108 to 108.99	10	1
107 to 107.99	0	1
106 to 106.99	0	1
100 to 105.99	1	0

Reading

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	1	99
124 to 124.99	0	99
123 to 123.99	0	99
122 to 122.99	1	98
121 to 121.99	2	96
120 to 120.99	5	92
119 to 119.99	12	81
118 to 118.99	18	64
117 to 117.99	16	49
116 to 116.99	18	32
115 to 115.99	21	13
114 to 114.99	6	7
113 to 113.99	4	4
112 to 112.99	2	2
111 to 111.99	1	1
110 to 110.99	0	1
109 to 109.99	0	1
108 to 108.99	1	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	1	99
118 to 118.99	1	98
117 to 117.99	2	96
116 to 116.99	3	94
115 to 115.99	16	79
114 to 114.99	28	53
113 to 113.99	21	33
112 to 112.99	24	11
111 to 111.99	9	3
110 to 110.99	1	2
109 to 109.99	0	2
108 to 108.99	2	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	99
122 to 122.99	0	99
121 to 121.99	1	98
120 to 120.99	0	98
119 to 119.99	1	97
118 to 118.99	4	94
117 to 117.99	12	82
116 to 116.99	17	67
115 to 115.99	24	44
114 to 114.99	26	20
113 to 113.99	14	7
112 to 112.99	3	5
111 to 111.99	4	1
110 to 110.99	0	1
109 to 109.99	0	1
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	1	99
118 to 118.99	2	97
117 to 117.99	4	94
116 to 116.99	2	92
115 to 115.99	9	83
114 to 114.99	15	69
113 to 113.99	18	53
112 to 112.99	15	39
111 to 111.99	26	15
110 to 110.99	10	6
109 to 109.99	5	1
108 to 108.99	0	1
107 to 107.99	1	0
106 to 106.99	0	0
100 to 105.99	0	0

Social Sciences

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	1	99
120 to 120.99	0	99
119 to 119.99	0	99
118 to 118.99	1	98
117 to 117.99	1	97
116 to 116.99	5	93
115 to 115.99	10	83
114 to 114.99	20	65
113 to 113.99	29	38
112 to 112.99	19	20
111 to 111.99	13	8
110 to 110.99	6	3
109 to 109.99	2	1
108 to 108.99	0	1
107 to 107.99	1	0
106 to 106.99	0	0
100 to 105.99	0	0



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	1	99
120 to 120.99	0	99
119 to 119.99	1	98
118 to 118.99	4	94
117 to 117.99	5	90
116 to 116.99	12	79
115 to 115.99	19	61
114 to 114.99	29	34
113 to 113.99	18	18
112 to 112.99	12	6
111 to 111.99	6	1
110 to 110.99	0	1
109 to 109.99	0	1
108 to 108.99	1	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0



2020 Comparative Data Guide
Distribution of Individual Students' Total Scores
All Institution Types
Senior (>90 semester hours/>145 quarter hours)
July 2015 through June 2020

Number of Students	Mean	Standard Deviation
36,632*	441.1	20.7

Percentile	Scaled Score
90 th	471
75 th	455
50 th	438
25 th	425
10 th	416

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	98
487	98
486	97
485	97
484	97
483	96
482	96
481	95
480	95
479	94
478	94
477	94
476	93

Scaled Score	Percent Below
475	93
474	92
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	79
458	78
457	77
456	77
455	73
454	73
453	73
452	73
451	68

Scaled Score	Percent Below
450	68
449	68
448	66
447	63
446	63
445	62
444	57
443	57
442	57
441	54
440	52
439	51
438	49
437	46
436	44
435	43
434	40
433	38
432	38
431	32
430	32
429	30
428	28
427	25
426	25

Scaled Score	Percent Below
425	22
424	21
423	20
422	18
421	16
420	15
419	12
418	12
417	11
416	9
415	9
414	7
413	6
412	6
411	4
410	4
409	4
408	2
407	2
406	2
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 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.



2020 Comparative Data Guide
Distribution of Individual Students' Subscores
All Institution Types
Senior (>90 semester hours/>145 quarter hours)
July 2015 through June 2020

	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Number of Students	36,632*	36,632*	36,632*	36,632*	36,632*	36,632*	36,632*
Mean Score	111.0	116.9	113.6	112.7	115.2	113.2	114.5
Standard Deviation	6.5	7.6	5.4	6.1	6.7	6.5	6.5

Percentile	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
90 th	121	127	121	123	125	122	124
75 th	115	123	117	117	120	117	120
50 th	110	118	114	112	116	112	115
25 th	106	111	110	108	109	107	110
10 th	104	107	106	106	107	105	106

Skills Subscores: Percent of Students Below Each Scaled Score

Scaled Score	Critical Thinking	Reading	Writing	Mathematics
130	>99	96	>99	>99
129	>99	96	>99	>99
128	>99	93	>99	>99
127	98	87	>99	97
126	98	84	>99	96
125	98	83	99	96
124	96	76	99	94
123	93	72	94	89
122	93	67	94	89
121	88	62	89	89
120	85	58	83	82
119	84	57	78	81
118	81	48	78	81
117	80	48	71	74
116	76	47	58	70
115	72	37	57	65
114	67	32	49	63
113	66	32	38	57
112	56	31	37	45
111	51	23	27	44
110	49	18	22	37
109	39	17	21	26
108	38	17	12	24
107	28	8	12	12
106	22	7	8	9
105	17	6	6	4
104	9	3	3	3
103	8	2	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	93	96	94
125	90	95	94
124	86	94	90
123	81	91	89
122	81	86	85
121	75	82	78
120	70	82	73
119	69	77	68
118	62	76	67
117	56	63	60
116	50	62	60
115	49	56	48
114	48	54	47
113	42	54	41
112	28	39	39

111	27	39	27
110	26	31	21
109	21	31	20
108	15	29	20
107	10	16	10
106	4	11	6
105	4	10	5
104	2	7	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 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.



2020 Comparative Data Guide
Summary of Proficiency Classifications — Senior (>90 semester hours/>145 quarter hours),
All Institution Types
July 2015 through June 2020

Total Number of Students	Weighted Number of Students
53,587	36,632 *

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	5%	11%	84%
Reading, Level 2	28%	16%	56%
Reading, Level 1	52%	19%	29%
Writing, Level 3	5%	21%	74%
Writing, Level 2	17%	29%	54%
Writing, Level 1	50%	28%	22%
Mathematics, Level 3	6%	13%	81%
Mathematics, Level 2	22%	24%	55%
Mathematics, Level 1	43%	23%	33%

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 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.



**2020 Comparative Data Guide
Demographic Summary
All Institution Types
Senior (>90 semester hours/>145 quarter hours)
July 2015 through June 2020**

Percent in Demographic Category

Age	Unweighted Data	Weighted Data*
Under 20	2%	3%
20 to 29	61%	64%
30 to 39	21%	19%
40 to 49	11%	10%
50 to 59	4%	4%
60 or more	1%	1%

Gender	Unweighted Data	Weighted Data*
Male	43%	42%
Female	57%	58%

Ethnicity	Unweighted Data	Weighted Data*
African American	13%	14%
American Indian/Alaskan Native	1%	1%
Asian/Asian American/Pacific Is.	4%	3%
Black Hispanic	1%	1%
Hispanic	7%	7%
Latin American	2%	2%
White	66%	66%
Other	6%	6%

Best Language	Unweighted Data	Weighted Data*
English	80%	80%
Other Language	15%	15%
Both Equal	4%	4%



Enrollment Status	Unweighted Data	Weighted Data*
Full Time	80%	82%
Part Time	20%	18%

Credit Hours Transferred	Unweighted Data	Weighted Data*
None	46%	51%
0-15 Hours Transferred	7%	7%
16-30 Hours Transferred	9%	10%
>30 Hours Transferred	38%	32%

Hours Worked for Wages	Unweighted Data	Weighted Data*
None	15%	16%
1-15 Hours	17%	19%
16-30 Hours	21%	22%
>30 Hours	47%	43%

Cumulative GPA	Unweighted Data	Weighted Data*
3.50-4.00	45%	43%
3.00-3.49	35%	36%
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 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.

