

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ETS Proficiency Profile
2017 - 2018

Southwestern Oklahoma State University has replaced ACT's Collegiate Assessment of Academic Proficiency (CAAP) with the ETS Proficiency Profile beginning Fall 2016 as a component of institutional assessment. This standardized assessment includes content areas of Reading, Writing, Critical Thinking, and Mathematics. Testing is administered by Southwestern's Assessment Center staff. Subsequently, scoring and reporting is completed by ETS.

FRESHMEN

Freshmen were asked to complete the ETS Proficiency Profile test during a Fall 2017 Freshman Orientation class period. Seven hundred and seventy-one freshmen participated. The average score of our freshmen examinees was slightly above the national average of freshmen examinees from 61 other baccalaureate colleges as well as all 154 participating colleges. On a scale of 400-500, Southwestern freshmen received an average score of 439.64 compared to the national average of 437.0. Southwestern also exceeded the national average of all Subscores.

SENIORS

During the Fall 2017 and Spring 2018 semesters, Department Chairs and faculty were asked to select one or more senior courses, such as a capstone course, as well as a preferred date and time (anytime during the semester) for the test to be administered to seniors. Two hundred and sixty-five seniors participated during class time. The average score of our examinees was slightly above the national average of seniors. Southwestern seniors received an average score of 451.8 compared to the national average of 446.7. Southwestern also exceeded the national average in all Subscores.

SUMMARY

Both Freshmen and Seniors competed for cash prizes awarded for highest scores in order to gain increased effort on performance. These achievement prizes were awarded in four different categories based on the ACT scores of Freshmen, and based on the current GPA of Seniors. In this way, students were encouraged to make their best effort.

The scores of both our freshmen and seniors are slightly above the national average. In addition, Southwestern takes pride in the fact that the scores of our seniors exceed the score of our freshmen by 12 points. This is an indication of the value-added performance gain that our students achieve while enrolled in our general education program.

Following is supporting data.

Southwestern Oklahoma State University
ETS® Proficiency Profile, Abbreviated
Summary of Scaled Scores

Southwestern Oklahoma State University
Number of freshmen tested: 761
Number of freshmen included in these statistics: 761
Number of freshmen excluded: 0

Abbreviated
Number of seniors tested: 265
Number of seniors included in these statistics: 264
Number of seniors excluded: 1

	Possible Range	Mean Score						Standard Deviation	
		SWOSU Fr, F17	Nat. Comp., All Inst. Types, Fr	Nat. Comp., Bac. Inst. Types, Fr	SWOSU Sr, 17-18	Nat. Comp., All Inst. Types, Sr	Nat. Comp., Bac. Inst. Types, Sr	SWOSU Fr, F17	SWOSU Sr, 17-18
Total Score	400 to 500	439.64	437.00	435.30	451.80	446.70	446.60	18.88	19.69
Skills Subscores:									
Critical Thinking	100 to 130	110.14	109.50	109.10	112.80	112.10	112.10	6.02	6.34
Reading	100 to 130	116.37	115.50	115.00	119.65	118.60	118.50	7.20	7.01
Writing	100 to 130	113.25	112.80	112.30	115.64	114.80	114.80	4.82	4.93
Mathematics	100 to 130	112.67	112.10	111.70	116.14	114.20	114.10	5.60	5.91
Context-Based									
Humanities	100 to 130	113.14	112.50	112.20	115.47	114.90	115.20	6.48	6.87
Social Sciences	100 to 130	111.50	111.20	110.80	114.48	113.70	113.70	5.98	6.36
Natural Sciences	100 to 130	114.15	113.40	113.00	116.78	115.80	115.70	5.71	5.43

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean.