

GRADUATE ETS® TESTING REPORT

Class of 2016

Office of Admissions & Student Services
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OVERVIEW

The following report summarizes the results of the **ETS® Proficiency Profile (Abbreviated Form)** for the Doral College graduating Class of 2016, hereinafter referred to as “the cohort.” As of the 2014-2015 academic year, all graduates of the College’s Associate in Arts program are required to complete this assessment prior to graduation. However, results do not affect eligibility for graduation, and individual student scores are kept confidential and not released in this report.

The **ETS® Proficiency Profile** assesses all four general education skills—critical thinking, reading, writing and mathematics. It is one of three instruments approved for use in meeting Voluntary System of Accountability (VSA) requirements, and provides the College with a basis for comparison using comparative data on over 500 institutions and 550,000 students.

About the Assessment

Doral College utilizes the **ETS® Proficiency Profile (Abbreviated Form)**, a shortened version of the standard assessment. The **ETS® Proficiency Profile (Abbreviated Form)** consists of 36 multiple-choice questions, as follows:

- nine questions testing critical thinking skills
- nine questions testing reading skills
- nine questions testing writing skills
- nine questions testing mathematics skills

The optional ETS essay portion is also administered to all students in the cohort. Total testing time is approximately one hour and 30 minutes.

Test Administration

The College’s Office of Admissions & Student Services administered the **ETS® Proficiency Profile** to all 29 graduates from April 25th through May 6th. The assessment was completed on computers and proctored in person by staff trained in test security and administration.

Sample Size

Ideally, it is recommended that institutions use sample sizes of at least 30 students when using the **ETS® Proficiency Profile**, which is less than the number of students in the cohort. In order to ensure results were reflective of the class of graduates and no other students, the College chose not to add students to the group in order to reach the recommended sample size. It is also important to note that institutions often test only a sample of the targeted population (e.g., 10% of seniors), while DC’s results are reflective of the entire targeted population (e.g. 100% of 2016 graduates).

Use of Results

The Office of Admissions & Student Services prepares this report for dissemination to the College community. Academic personnel, led by the Academic Dean and Faculty Chair, review the results in relation to the academic program and make adjustments as appropriate. For example, lower than average scores in a certain general education skill would result in a review of related courses so that improvements may be made.

COMPARATIVE DATA

Doral College evaluates its students' results using the comparative data released by **ETS®** for this purpose and, in future years, the results of prior graduating classes. Aspects of the assessment will be addressed separately as follow:

- total scores
- scaled scores for the four skills subscores (critical thinking, reading, writing, and mathematics) and three context-based subscores (humanities, social sciences, natural sciences)
- proficiency classifications for the skill areas of reading and critical thinking, writing, and mathematics
- essay scores

Available comparative data reflects the results of proctored exams from July 2010 to June 2015. All data, with the exception of essay scores, is broken down by institution type and class level. Doral College is a two-year private college that offers an Associate in Arts degree. Therefore, the best point of comparison for the cohort is **Sophomores at Associate Degree Programs/Colleges**. However, in order to make broader comparisons regarding the cohort's performance, additional data sets were also included.

The following comparative data sets for proctored examinations were used and are referenced herein:

- **Sophomore** (30-60 semester hours completed) at **Associate Degree Programs/Colleges** (includes 76 institutions and 29,453 students)
- **Sophomore** (30-60 semester hours completed) at **Bachelor's Colleges** (includes 53 institutions and 7,070 students)
- **All student grades at all institution types** (includes 414 institutions and 447,493 students)

All comparative data referenced was excerpted from the **ETS®** website and can be located at https://www.ets.org/proficiencyprofile/scores/compare_data/.

CLASS OF 2016 RESULTS

Total Scores

Total scores for the **ETS® Proficiency Profile** range between 400-500. ***The mean score for the cohort was 468.21. All graduates scored above a 430.***

Furthermore, the mean score of the cohort exceeded the mean score of all comparative data sets used. **Table 1** below provides more information.

Table 1: Total Score Mean Comparison

| Data Set | Mean Score for set | DC 2016 Mean Score | Percent Below DC Mean* |
|-------------------------------|--------------------|--------------------|------------------------|
| Sophomores at AA | 439.3 | 468.21 | 100 |
| Sophomores at Bachelors | 437.4 | | 100 |
| All student grades, all types | 442.1 | | >99 |

*This is the percentage of institutions whose mean score is statistically below the range in which Doral College cohort's mean score falls.

Scaled Scores for Skills and Context-Based Subscores

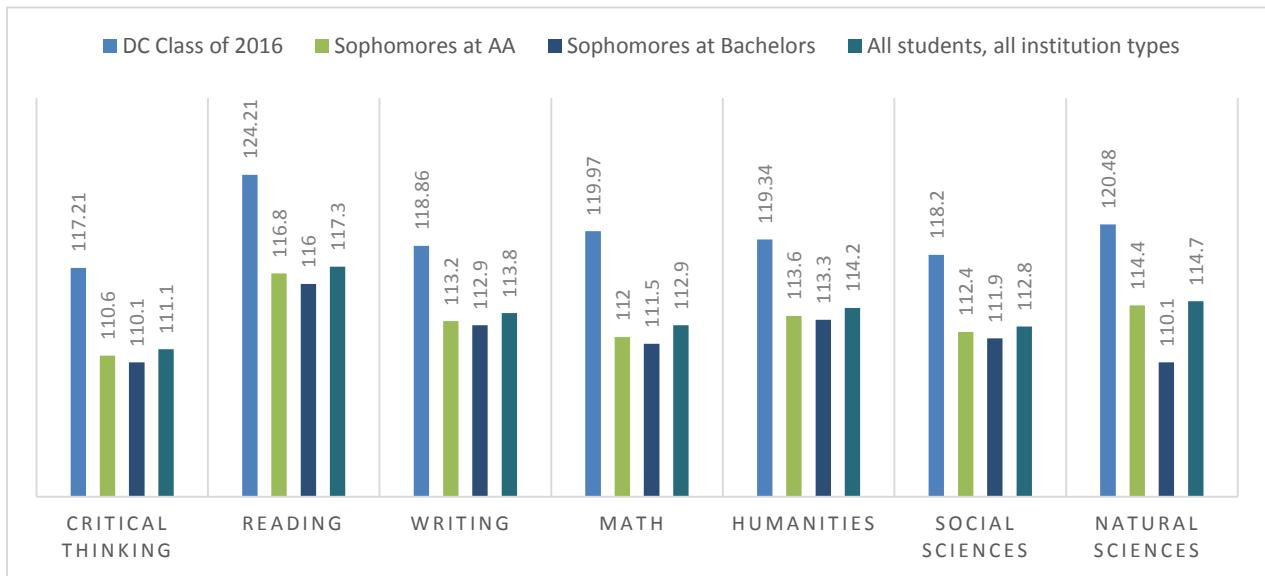
In addition to the total score referenced above, the **ETS® Proficiency Profile** provides a scaled score for the areas of critical thinking, reading, writing, math, humanities, social sciences, and natural sciences. Scores for each of these categories range from 100 to 130. However, it should be noted that the different subscores are not comparable to one another (i.e. a 125 in reading is not comparable to a 125 in mathematics).

Table 2 and **Figure 1** below provide the mean subscores for the DC Class of 2016, as well as information on how they compare to the mean subscores for the comparative data sets.

Table 2: Subscores Mean Comparison

| Data Set | Mean Score for set | DC 2016 Mean Score | Percent Below DC Mean* |
|-------------------------------|--------------------|--------------------|------------------------|
| CRITICAL THINKING | | | |
| Sophomores at AA | 110.6 | 117.21 | 100 |
| Sophomores at Bachelors | 110.1 | | 100 |
| All student grades, all types | 111.1 | | 99 |
| READING | | | |
| Sophomores at AA | 116.8 | 124.21 | 100 |
| Sophomores at Bachelors | 116.0 | | 100 |
| All student grades, all types | 117.3 | | 99 |
| WRITING | | | |
| Sophomores at AA | 113.2 | 118.86 | 100 |
| Sophomores at Bachelors | 112.9 | | 100 |
| All student grades, all types | 113.8 | | 98 |
| MATHEMATICS | | | |
| Sophomores at AA | 112.0 | 119.97 | 100 |
| Sophomores at Bachelors | 111.5 | | 100 |
| All student grades, all types | 112.9 | | 98 |
| HUMANITIES | | | |
| Sophomores at AA | 113.6 | 119.34 | 100 |
| Sophomores at Bachelors | 113.3 | | 98 |
| All student grades, all types | 114.2 | | 98 |
| SOCIAL SCIENCES | | | |
| Sophomores at AA | 112.4 | 118.20 | 100 |
| Sophomores at Bachelors | 111.9 | | 98 |
| All student grades, all types | 112.8 | | 99 |
| NATURAL SCIENCES | | | |
| Sophomores at AA | 114.4 | 120.48 | 100 |
| Sophomores at Bachelors | 110.1 | | 100 |
| All student grades, all types | 114.7 | | >99 |

Figure 1: Subscores Mean Comparison Graph



Proficiency Classifications

In addition to scaled scores, the **ETS® Proficiency Profile** provides proficiency classifications (proficient, marginal, or not proficient) to describe how well students have mastered each level of proficiency in the following areas:

- Reading (Levels 1 and 2) and Critical Thinking (Level 3)
- Writing (Levels 1, 2, and 3)
- Mathematics (Levels 1, 2, and 3)

Additional information on proficiency levels is attached as **Appendix A**.

As Doral College utilizes the abbreviated form of the **ETS® Proficiency Profile**, students answer only three questions at each proficiency level in writing and mathematics and only four or five at each level in reading. Thus, the proficiency classifications assigned are *estimates of where students would fall had they taken the Standard Form of the exam and were not used to make decisions about individual students*.

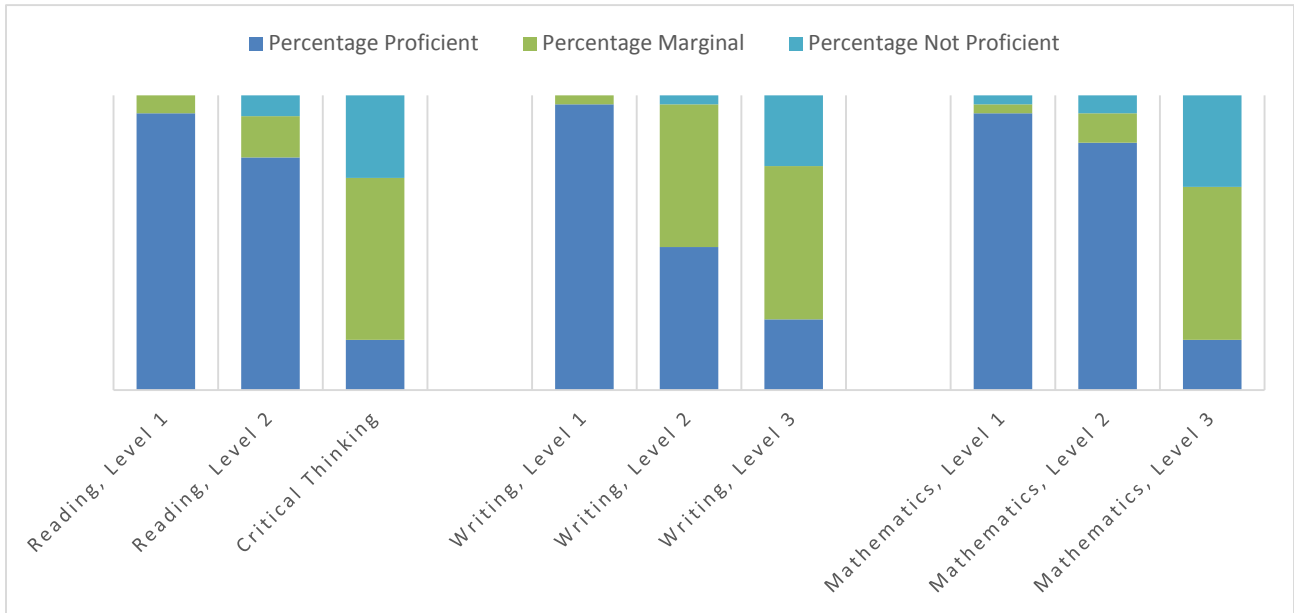
Table 3 and **Figure 2** illustrate the cohort’s proficiency classifications by skill area.

Table 3: Proficiency Classification Estimates—DC Class of 2016

| Skill Dimension | Proficiency Classification Percentage | | | Number of Students in Percentage | | |
|-----------------------------|---------------------------------------|----------|----------------|----------------------------------|----------|----------------|
| | PROFICIENT | MARGINAL | NOT PROFICIENT | PROFICIENT | MARGINAL | NOT PROFICIENT |
| Reading, Level 1 | 94% | 6% | 0% | 27 | 2 | 0 |
| Reading, Level 2 | 79% | 14% | 7% | 23 | 4 | 2 |
| Critical Thinking | 17% | 55% | 28% | 5 | 16 | 8 |
| Writing, Level 1 | 97% | 3% | 0% | 28 | 1 | 0 |
| Writing, Level 2 | 48.50% | 48.50% | 3% | 14 | 14 | 1 |
| Writing, Level 3 | 24% | 52% | 24% | 7 | 15 | 7 |
| Mathematics, Level 1 | 94% | 3% | 3% | 27 | 1 | 1 |

| | | | | | | |
|-----------------------------|-----|-----|-----|----|----|---|
| Mathematics, Level 2 | 84% | 10% | 6% | 24 | 3 | 2 |
| Mathematics, Level 3 | 17% | 52% | 31% | 5 | 15 | 9 |

Figure 2: Proficiency Classification Estimates Graph—DC Class of 2016



Furthermore, **Figures 3-5** provide graphical representations which illustrate the cohort’s results in each skill area, and how they compare to the results of each respective comparative data set.

Figure 3: Proficiency Classification Comparison—Reading and Critical Thinking

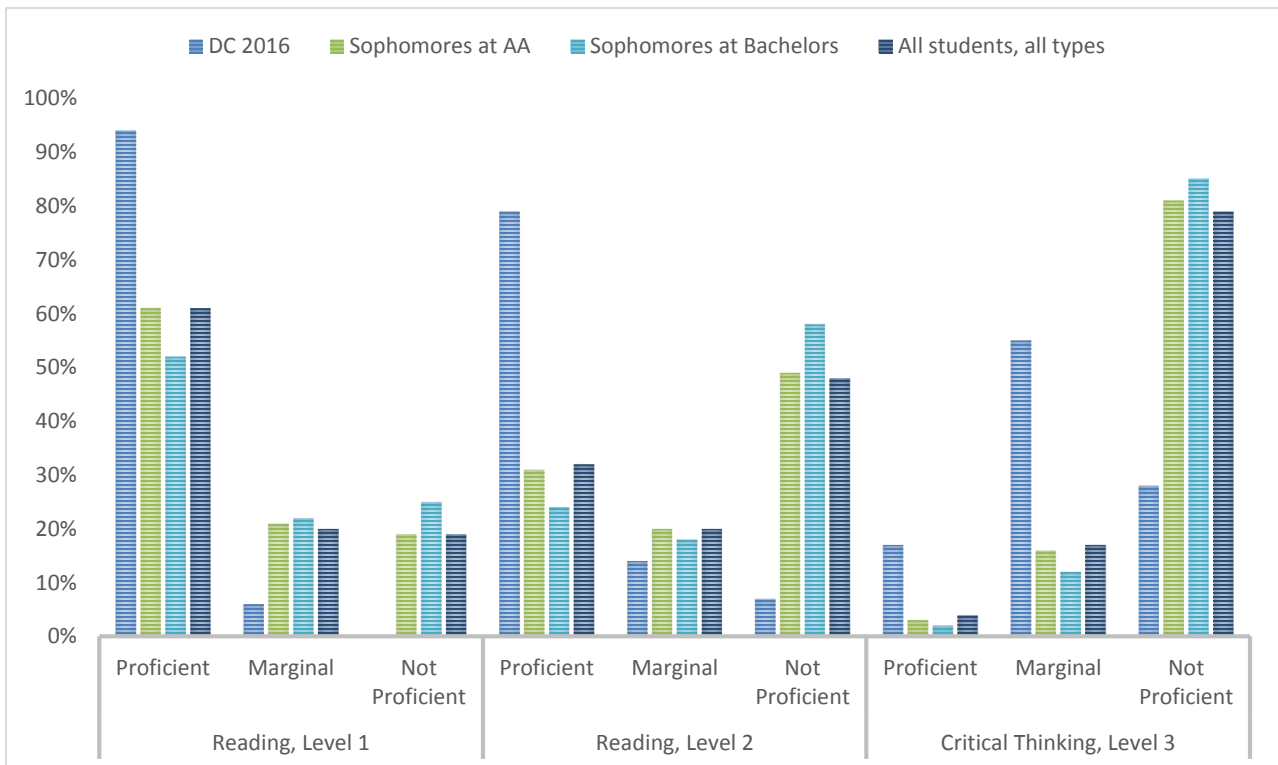


Figure 4: Proficiency Classification Comparison—Writing

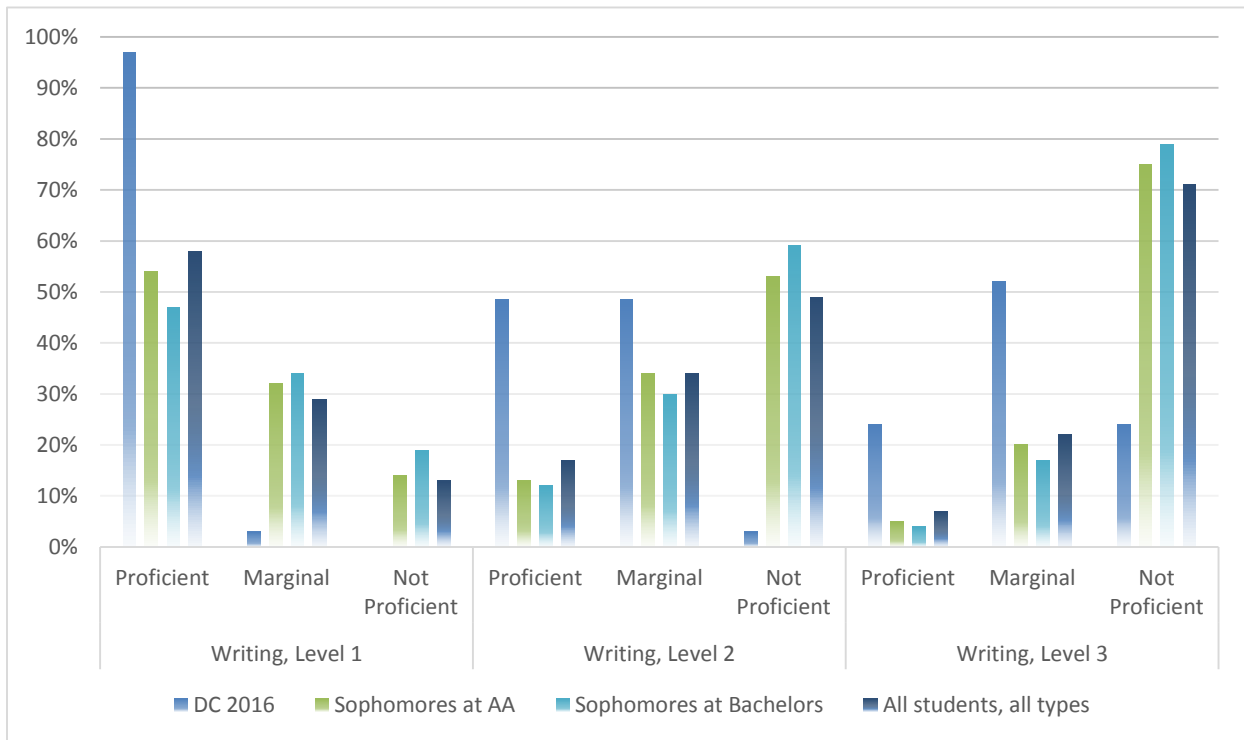
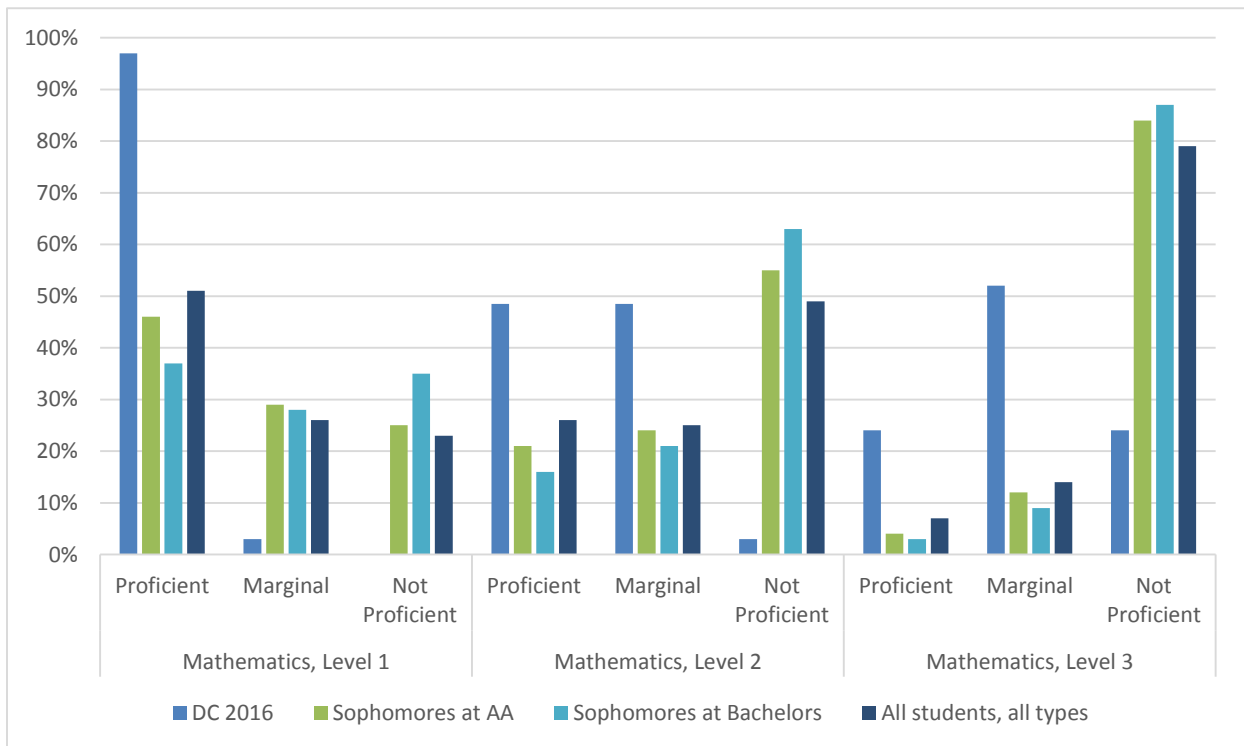


Figure 5: Proficiency Classification Comparison—Mathematics



Essay Scores

All students in the cohort were required to take the optional essay portion. Scores for the essay range from one (1) to six (6). Available comparative data reflects the results of proctored essays administered from July 2010 through June 2015, but is more limited in scope and does not break down scores by institution type and class level. A total of 23 schools and 5,813 students are included in this set.

The mean score for the Doral College class of 2016 was 4.57. All graduates scored at least a four (4).

Table 4, below, compares the distribution of individual student scores in the cohort to the distribution of individual student scores in the comparative data set.

Table 4: Comparison of Individual Essay Score Distribution

| Score | Percent at each score level <i>(DC 2016)</i> | Percent at each score level <i>(Comparative Data)</i> | Percent with a score of at least... <i>(DC 2016)</i> | Percent with a score of at least... <i>(Comparative Data)</i> |
|-------|---|--|---|--|
| 6 | 3.5% | 1.6% | 3.5% | 1.5% |
| 5 | 51.7% | 17.0% | 96.5% | 18.6% |
| 4 | 44.8% | 35.5% | 100% | 54.2% |
| 3 | 0% | 26.8% | 100% | 81.0% |
| 2 | 0% | 12.5% | 100% | 93.5% |
| 1 | 0% | 6.5% | 100% | 100% |

Table 5, below, provides the mean score for the cohort, as well as the mean score of all institutional means in the comparative data set.

Table 5: Comparison of Institutional Mean Essay Scores

| DATA SET | MEAN SCORE |
|---|------------|
| DC 2016 | 4.57 |
| Comparative data set—Institutional Mean | 3.7 |

SUMMARY OF RESULTS

As illustrated herein, the data shows the DC cohort outperformed all comparative data groups in all tested areas. This includes the “All students, all institution types” data set, which includes juniors and seniors at Bachelors programs/degrees.

Where scaled scores are concerned, the cohort’s mean score was significantly higher than the mean scores of all comparative sets used, both in the total and subscore categories. For example, **the cohort’s total mean score was statistically higher than the total mean score of 100% of the institutions included in the sophomores at Associates Degree Programs/Colleges data set.** Furthermore, **the cohort’s mean score in each subscore area** (critical thinking, reading, writing, mathematics, humanities, social sciences, and natural sciences) was also **statistically higher than the total mean score of 100% of the institutions included in the sophomores at Associates Degree Programs/Colleges data set.**

Additionally, when comparing proficiency classifications in the three areas of reading and critical thinking, writing, and mathematics, it becomes clear that a greater percentage of students in the cohort scored as proficient in each level of each area when compared to any and all comparative groups referenced. Similarly, a lesser percentage of students in the cohort scored as not proficient in each level of each area when compared to any and all comparative groups referenced. For example, 97% of the cohort scored as “proficient” on Writing, level 1, compared to 54% of sophomores at associate degree programs/institutions, 47% of sophomores at Bachelor’s colleges, and 58% of all students at all institution types.

These results suggest the members of the Doral College Class of 2016 are better prepared in general education skills than are their counterparts at both two and four-year institutions.

READING AND CRITICAL THINKING

LEVEL 1

To be considered proficient at Level 1, students should be able to:

- 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

To be considered proficient at Level 2, students should be able to:

- 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

To be considered proficient at Level 3, students should be able to:

- 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
- 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

LEVEL 1

To be considered proficient at Level 1, students should be able to:

- 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

To be considered proficient at Level 2, students should be able to:

- 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

¹ The information above is released by ETS® for client use and can be located at: https://www.ets.org/proficiencyprofile/scores/proficiency_classifications/levels

- recast existing sentences into new syntactic combinations

LEVEL 3

To be considered proficient at Level 3, students should be able to:

- 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

To be considered proficient at Level 1, students should be able to:

- 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 percent).
- 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

To be considered proficient at Level 2, students should be able to:

- 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

To be considered proficient at Level 3, students should be able to:

- 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