

ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Palo Alto College

Abbreviated

Test Description: Abbreviated Form B Paper

Number of students tested: 45

Number of students included in these statistics: 45

Number of students excluded (see roster): 0

Cohort Name: TEST DATE: 2016-03-24T00:00:00-04:00

Close Date: 04/05/2016

Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	427.09	424 to 430	15.98	415	424	436
Skills Subscores:							
Critical Thinking	100 to 130	106.56	105 to 108	4.73	104	106	107
Reading	100 to 130	113.04	111 to 115	7.04	107	112	116
Writing	100 to 130	111.24	110 to 113	4.84	108	112	115
Mathematics	100 to 130	109.07	107 to 111	4.02	106	109	111
Context-Based Subscores:							
Humanities	100 to 130	109.51	108 to 111	5.47	107	107	111
Social Sciences	100 to 130	109.51	108 to 111	6.11	106	106	113

Natural Sciences	100 to 130	111.22	109 to 113	5.82	107	110	114
-------------------------	------------	--------	------------	------	-----	-----	-----

*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. The population size used in the calculation of the confidence limits for the mean scores in this report is 45.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

2015 ETS Proficiency Profile Comparative Data Guide for Proctored 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 a proctored version of the ETS Proficiency Profile between July 1, 2010 and June 30, 2015. Information about an institution gathered through ETS Proficiency Profile administrations cannot be released in any form attributable to or identifiable with an individual institution. The anonymity of each institution's performance is maintained by reporting only the aggregate performance of the selected reference group.

Below are descriptions of the various tables provided in this guide:

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

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

- This data should be considered comparative rather than normative because the institutions included in the data do not represent proportionally the various types of higher education institutions and programs. The data are drawn entirely from institutions that choose to use the ETS Proficiency Profile. Such a self-selected sample may not be representative of all institutions or programs.
- The number of students tested and sampling procedures vary from one institution to another. Therefore, it is impossible to verify that the students tested at each institution are representative of all the institution's students in that program.
- Only those institutions testing 30 or more students in a college class were included in the analyses for that college class. Institutions with fewer than 30 test takers at that class level are excluded from these calculations.
- The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 1000 students to this data set, the score of each of its students has been weighted by the fraction $1000/n$, where n is the number of students from that institution. For example, if an institution tested 2000 students, the score of each of its students would receive a weight of $1000/2000 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1000 or fewer students. Therefore, an institution testing 2000 students would influence the statistics just as much as if it had tested only 1000 students.
- For more information about this report or other ways the ETS Proficiency Profile can help your program, contact an ETS Advisor at highered@ets.org or call 1-800-745-0269.

The following tables include tests taken as of June 30, 2015.

2015 Comparative Data Guide
Doctoral/Research Universities I and II,
Freshman (Fewer than 30 semester hours or fewer than 45 quarter hours)—Institution List
Data includes students from domestic institutions who tested between July 2010 and June 2015.

Arizona State University - Tempe, AZ
 Clark Atlanta University, GA
 Clemson University, SC
 Florida International University, FL
 Indiana State University, IN
 Indiana University - System Office, IN
 Mississippi State University, MS
 Missouri University of Science and Technology, MO
 North Carolina State University, NC
 Northern Arizona University, AZ
 Oklahoma State University, OK
 Purdue University - West Lafayette, IN
 Saint Philips College, TX
 Spalding University, KY

Texas A&M University-Commerce, TX
 University of Akron, The, OH
 University of Alabama at Birmingham, AL
 University of Colorado - Denver, CO
 University of Delaware, DE
 University of Georgia, GA
 University of Mississippi, MS
 University of Missouri - Columbia, MO
 University of North Carolina at Greensboro, NC
 University of North Texas - Dallas, TX
 University of South Florida - Sarasota-Manatee, FL
 University of Tennessee - Knoxville, TN
 University of Tulsa, OK

Total Number of Institutions	Total Number of Students
27	8,493

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

2015 Comparative Data Guide
Distribution of Institutional Mean Total Scores—Freshman (Fewer than 30 semester hours or fewer than 45 quarter hours), Doctoral/Research Universities I and II
July 2010 through June 2015.

Number of Institutions	Mean	Standard Deviation
27	445.5	10.6

Mean Total Score	No. of Institutions	Percent Below
470 to 500.00	0	100
469 to 469.99	0	100
468 to 468.99	0	100
467 to 467.99	0	100
466 to 466.99	0	100
465 to 465.99	1	96
464 to 464.99	0	96
463 to 463.99	0	96
462 to 462.99	0	96
461 to 461.99	1	93
460 to 460.99	0	93
459 to 459.99	1	89
458 to 458.99	2	81
457 to 457.99	0	81
456 to 456.99	0	81
455 to 455.99	1	78
454 to 454.99	0	78
453 to 453.99	0	78
452 to 452.99	1	74
451 to 451.99	1	70
450 to 450.99	0	70
449 to 449.99	2	63
448 to 448.99	2	56
447 to 447.99	1	52

Mean Total Score	No. of Institutions	Percent Below
446 to 446.99	3	41
445 to 445.99	0	41
444 to 444.99	0	41
443 to 443.99	0	41
442 to 442.99	1	37
441 to 441.99	0	37
440 to 440.99	1	33
439 to 439.99	0	33
438 to 438.99	1	30
437 to 437.99	2	22
436 to 436.99	1	19
435 to 435.99	0	19
434 to 434.99	2	11
433 to 433.99	0	11
432 to 432.99	0	11
431 to 431.99	1	7
430 to 430.99	0	7
429 to 429.99	0	7
428 to 428.99	0	7
427 to 427.99	1	4
426 to 426.99	0	4
425 to 425.99	0	4
400 to 424.99	1	0

2015 Comparative Data Guide
Distribution of Institutional Mean Subscores—Freshman (Fewer than 30 semester hours or fewer than 45 quarter hours), Doctoral/Research Universities I and II
July 2010 through June 2015.

Skill	Number of Institutions	Mean	Standard Deviation
Critical Thinking	27	111.5	2.6
Reading	27	117.8	2.9
Writing	27	114.7	2.2
Mathematics	27	114.5	3.1
Humanities	27	114.4	2.3
Social Sciences	27	113.2	2.4
Natural Sciences	27	115.2	2.5

Critical Thinking

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	0	100
116 to 116.99	2	93
115 to 115.99	2	85
114 to 114.99	1	81
113 to 113.99	3	70
112 to 112.99	2	63
111 to 111.99	6	41
110 to 110.99	1	37
109 to 109.99	6	15
108 to 108.99	2	7
107 to 107.99	0	7
106 to 106.99	2	0
100 to 105.99	0	0

Reading

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	1	96
122 to 122.99	0	96
121 to 121.99	3	85
120 to 120.99	1	81
119 to 119.99	5	63
118 to 118.99	3	52
117 to 117.99	4	37
116 to 116.99	2	30
115 to 115.99	2	22
114 to 114.99	3	11
113 to 113.99	1	7
112 to 112.99	1	4
111 to 111.99	0	4
110 to 110.99	1	0
109 to 109.99	0	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Writing

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	5	81
116 to 116.99	2	74
115 to 115.99	9	41
114 to 114.99	1	37
113 to 113.99	4	22
112 to 112.99	3	11
111 to 111.99	2	4
110 to 110.99	0	4
109 to 109.99	1	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

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	2	93
119 to 119.99	0	93
118 to 118.99	4	78
117 to 117.99	1	74
116 to 116.99	0	74
115 to 115.99	3	63
114 to 114.99	6	41
113 to 113.99	1	37
112 to 112.99	3	26
111 to 111.99	3	15
110 to 110.99	3	4
109 to 109.99	0	4
108 to 108.99	1	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Humanities

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	0	100
119 to 119.99	1	96
118 to 118.99	1	93
117 to 117.99	3	81
116 to 116.99	0	81
115 to 115.99	5	63
114 to 114.99	5	44
113 to 113.99	5	26
112 to 112.99	3	15
111 to 111.99	3	4
110 to 110.99	1	0
109 to 109.99	0	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

Social Sciences

Mean Subscore	No. of Institutions	Percent Below
126 to 130	0	100
125 to 125.99	0	100
124 to 124.99	0	100
123 to 123.99	0	100
122 to 122.99	0	100
121 to 121.99	0	100
120 to 120.99	0	100
119 to 119.99	0	100
118 to 118.99	0	100
117 to 117.99	2	93
116 to 116.99	2	85
115 to 115.99	2	78
114 to 114.99	3	67
113 to 113.99	6	44
112 to 112.99	3	33
111 to 111.99	5	15
110 to 110.99	2	7
109 to 109.99	0	7
108 to 108.99	1	4
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	0	100
120 to 120.99	0	100
119 to 119.99	2	93
118 to 118.99	2	85
117 to 117.99	1	81
116 to 116.99	6	59
115 to 115.99	3	48
114 to 114.99	3	37
113 to 113.99	6	15
112 to 112.99	2	7
111 to 111.99	0	7
110 to 110.99	1	4
109 to 109.99	1	0
108 to 108.99	0	0
107 to 107.99	0	0
106 to 106.99	0	0
100 to 105.99	0	0

2015 Comparative Data Guide
Distribution of Individual Students' Total Scores—Freshman (Fewer than 30 semester hours or fewer than 45 quarter hours), Doctoral/Research Universities I and II
July 2010 through June 2015.

Number of Students	Mean	Standard Deviation
7,174*	446.8	20.0

Percentile	Scaled Score
90th	474
75th	460
50th	446
25th	432
10th	421

Scaled Score	Percent Below
500	>99
499	>99
498	>99
497	>99
496	>99
495	>99
494	99
493	99
492	99
491	99
490	99
489	98
488	98
487	97
486	97
485	97
484	96
483	96
482	95
481	94
480	94
479	93
478	93
477	92
476	91

Scaled Score	Percent Below
475	90
474	90
473	88
472	87
471	87
470	85
469	84
468	83
467	82
466	80
465	80
464	78
463	77
462	75
461	75
460	72
459	71
458	70
457	69
456	67
455	66
454	64
453	62
452	60
451	58

Scaled Score	Percent Below
450	56
449	54
448	53
447	50
446	49
445	48
444	45
443	45
442	42
441	40
440	39
439	36
438	35
437	33
436	32
435	29
434	28
433	26
432	24
431	23
430	21
429	20
428	19
427	17
426	15

Scaled Score	Percent Below
425	14
424	12
423	11
422	11
421	9
420	8
419	8
418	6
417	6
416	5
415	4
414	4
413	3
412	3
411	2
410	2
409	2
408	1
407	1
406	1
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 1000 students to this data set, the score of each of its students has been weighted by the fraction $1000/n$, where n is the number of students from that institution. For example, if an institution tested 2000 students, the score of each of its students would receive a weight of $1000/2000 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1000 or fewer students. Therefore, an institution testing 2000 students would influence the statistics just as much as if it had tested only 1000 students.

2015 Comparative Data Guide

Distribution of Individual Students' Subscores—Freshman (Fewer than 30 semester hours or fewer than 45 quarter hours), Doctoral/Research Universities I and II
July 2010 through June 2015.

	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Number of Students	7,174*	7,174*	7,174*	7,174*	7,174*	7,174*	7,174*
Mean Score	111.8	118.2	114.9	114.7	114.6	113.5	115.4
Standard Deviation	6.3	7.0	5.0	6.2	6.6	6.2	5.8
Percentile	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
90 th	121	127	121	124	123	122	123
75 th	116	124	119	119	119	118	120
50 th	111	119	115	114	115	113	116
25 th	107	112	112	110	110	109	111
10 th	104	108	108	107	107	106	107

Skills Subscores: Percent of Students Below Each Scaled Score

Scaled Score	Critical Thinking	Reading	Writing	Mathematics
130	100	98	>99	>99
129	>99	95	>99	>99
128	>99	93	>99	98
127	99	88	>99	96
126	99	87	99	95
125	97	78	99	94
124	95	74	98	89
123	94	66	91	86
122	93	61	91	84
121	88	58	84	81
120	84	50	82	80
119	84	47	72	70
118	80	42	67	67
117	75	41	61	65
116	71	36	55	53
115	66	30	45	50
114	64	27	40	48
113	58	25	30	37
112	51	21	25	35
111	48	18	19	29
110	39	14	14	21
109	34	12	10	18
108	31	9	7	13
107	23	5	5	9
106	17	4	3	5
105	12	2	3	3
104	8	1	2	1
103	6	1	1	1
102	3	<1	<1	1
101	1	<1	<1	<1
100	0	0	0	0

Context-Based Subscores: Percent of Students Below Each Scaled Score

Scaled Score	Humanities	Social Sciences	Natural Sciences
130	>99	>99	>99
129	>99	>99	>99
128	98	>99	>99
127	95	>99	>99
126	93	97	99
125	93	94	98
124	91	94	93
123	84	93	84
122	81	87	83
121	79	86	80
120	77	79	71
119	68	77	62
118	66	69	60
117	59	67	56
116	58	64	46
115	49	62	46
114	48	50	38
113	44	44	32
112	37	41	28
111	30	39	24
110	25	29	20
109	21	22	14
108	19	20	11
107	8	18	7
106	6	8	4
105	6	7	3
104	4	4	1
103	<1	2	1
102	<1	1	<1
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 1000 students to this data set, the score of each of its students has been weighted by the fraction $1000/n$, where n is the number of students from that institution. For example, if an institution tested 2000 students, the score of each of its students would receive a weight of $1000/2000 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1000 or fewer students. Therefore, an institution testing 2000 students would influence the statistics just as much as if it had tested only 1000 students.

2015 Comparative Data Guide
Summary of Proficiency Classifications—Freshman (Fewer than 30 semester hours or fewer than 45 quarter hours), Doctoral/Research Universities I and II
July 2010 through June 2015.

Total Number of Students	Weighted Number of Students
8,493	7,174*

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	4%	20%	76%
Reading, Level 2	36%	21%	43%
Reading, Level 1	66%	18%	15%
Writing, Level 3	10%	25%	64%
Writing, Level 2	22%	38%	40%
Writing, Level 1	66%	25%	9%
Mathematics, Level 3	10%	20%	71%
Mathematics, Level 2	36%	27%	38%
Mathematics, Level 1	63%	21%	16%

*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 1000 students to this data set, the score of each of its students has been weighted by the fraction $1000/n$, where n is the number of students from that institution. For example, if an institution tested 2000 students, the score of each of its students would receive a weight of $1000/2000 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1000 or fewer students. Therefore, an institution testing 2000 students would influence the statistics just as much as if it had tested only 1000 students.

2015 Comparative Data Guide
Demographic Summary—Freshman (Fewer than 30 semester hours or
fewer than 45 quarter hours), Doctoral/Research Universities I and II
July 2010 through June 2015.

Percent in Demographic Category

Age	Unweighted Data	Weighted Data*
Under 20	87%	85%
20 to 29	10%	12%
30 to 39	2%	2%
40 to 49	1%	1%
50 to 59	<1%	<1%
60 or more	<1%	<1%

Gender	Unweighted Data	Weighted Data*
Male	44%	43%
Female	56%	57%

Ethnicity	Unweighted Data	Weighted Data*
African American	14%	15%
American Indian/Alaskan Native	1%	1%
Asian/Asian American/Pacific Is.	5%	5%
Black Hispanic	1%	1%
Hispanic	9%	10%
Latin American	1%	1%
White	66%	63%
Other	3%	3%

Best Language	Unweighted Data	Weighted Data*
English	84%	83%
Other Language	12%	11%
Both Equal	5%	5%

Enrollment Status	Unweighted Data	Weighted Data*
Full Time	97%	96%
Part Time	3%	4%

Credit Hours Transferred	Unweighted Data	Weighted Data*
Not a Transfer	84%	82%
0-15 Hours Transferred	9%	10%
16-30 Hours Transferred	5%	5%
>30 Hours Transferred	2%	2%

Hours Worked for Wages	Unweighted Data	Weighted Data*
None	48%	48%
1-15 Hours	27%	27%
16-30 Hours	18%	18%
>30 Hours	7%	7%

Cumulative GPA	Unweighted Data	Weighted Data*
3.50 – 4.00	45%	43%
3.00 – 3.49	30%	31%
2.50 – 2.99	16%	16%
2.00 – 2.49	7%	7%
1.00 – 1.99	2%	3%
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 1000 students to this data set, the score of each of its students has been weighted by the fraction $1000/n$, where n is the number of students from that institution. For example, if an institution tested 2000 students, the score of each of its students would receive a weight of $1000/2000 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 1000 or fewer students. Therefore, an institution testing 2000 students would influence the statistics just as much as if it had tested only 1000 students.