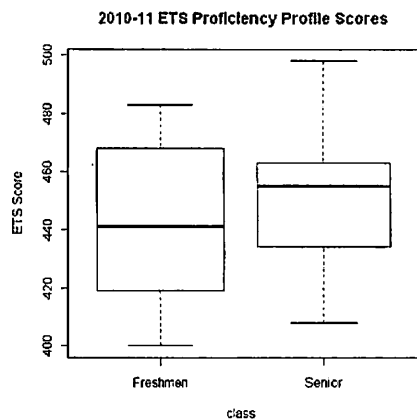


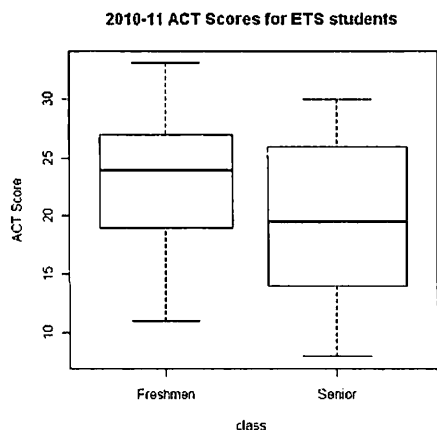
2010-11 ETS Proficiency Profile Analysis prepared by Dana Thomas

The ETS Proficiency Profile examination short form was administered to 47 freshmen and 52 seniors during the 2010-11 academic year. Freshmen students in fall 2010 first-year seminars and spring first-year English courses (ENGL 111X, 211X and 213X) were asked to take the exam. A broad selection of faculty members teaching senior level courses were asked to have their students take the exam. An incentive of \$25 for taking the exam was provided to encourage participation. Thus, students taking the exam were self selecting. We did not achieve sufficient sample sizes to have the analysis conducted by ETS, which would include more detailed sub score summaries, so have conducted the following analyses ourselves.

Resulting ETS Proficiency Profile Scores were higher for seniors than for freshmen as the box plot below illustrates.



ACT scores recorded in UAF's Banner Student Information System were recorded for students completing the ETS Proficiency Profile. ACT scores were available for 38 seniors and 41 freshmen who had completed the ETS Proficiency Profile. ACT scores for freshmen were higher than that of seniors for those completing the ETS Proficiency Profile as the box plot below illustrates. This implies that the learning gained illustrated in the ETS box plot above is actually larger than demonstrated in that plot.



An analysis of covariance was conducted to determine if there was a significant difference between ETS Proficiency Profile scores after adjustment for the ACT score. This is precisely the analysis conducted for the Association of Public and Land-grant Universities Voluntary System of Accountability (VSA).

ETS and the VSA recommend having 200 freshmen and 200 seniors in the study so that the results are reliable and demonstrate validity. Given the small samples in this first year of application, we are clearly concerned about these issues but describe the outcome of the analysis below with some reservation. We will have to determine a better way to encourage students to take this exam in the future.

Results: Given their ACT score, seniors had significantly ($p\text{-value} = .003$) higher ETS scores than freshmen. The graph below demonstrates that for seniors with ACT scores below 29 their ETS scores are higher than those of freshmen with the same ACT score (top line at left side of graph). However, for entering students with ACT scores of 30 or greater there is little or no difference in ETS scores. Furthermore, the learning gained declines as ACT rises (difference between the two lines looking left to right).

