ETS® Proficiency Profile

Learning Gains Report

To show institutional learning gains between freshman and senior year

Descriptive Representation of Learning Gains

	Average Institutional Score		Expected Gain and Standard Error		Decile group
	Freshman	Seniors	Gain	Error	
Critical Thinking	108	122			

The increase in learning in critical thinking is above what would be expected at an institution with students of similar academic abilities

Writing	108	122			

The increase in learning in writing is above what would be expected at an institution with students of similar academic abilities

The Voluntary System of Accountability (VSA) initiative asks institutions to report general education outcomes measured in terms of value-added. Five performance levels will be created to indicate institutional performance in each skill area. The performance levels are based on the difference in student residual values between seniors and freshman.

Well Above Expected	more than +2.00 standard errors
Above Expected	between +1.00 and +2.00 standard errors
At Expected	between -1.00 and +1.00 standard errors
Below Expected	between -1.00 and -2.00 standard errors
Well Below Expected	more than -2.00 standard errors

Specifically, you will be able to know at which level the freshmen and seniors at your institution will be placed compared to students in other institutions, given the student characteristics. This is based on a regression algorithm in which student ability is controlled for using SAT/ACT scores. The actual ETS® Proficiency Profile scores are compared to the expected ETS Proficiency Profile scores based on SAT/ACT score.

SAT/ACT scores for each student in this analysis were provided to ETS by the institution.

Decile groups are based on a percentile ranking of the differences in standard residual values between the seniors and freshman. For example, decile group 1 corresponds to 10th percentile rank and decile group 10 corresponds to 99.9th percentile.