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The tables below provide information about how your institution actually performed and was expected to perform on ETS Proficiency Profile Critical Thinking and Writing based on a regression algorithm in which student ability was controlled for using SAT/ACT scores (expected scores have been rounded to the nearest score point). Five performance levels were created to indicate institutional performance in each skill area. The performance levels are based on the difference in residual (actual minus expected) values between seniors and freshmen.

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

Decile groups, ranging from 1 to 10 (higher group represents better performance), are based on a percentile ranking of the differences in standardized residual values between the seniors and freshmen when compared to all of the institutions included in the analysis. For example, if an institution falls within the 8<sup>th</sup> dec

	112	115	2.5
Actual versus expected	0.2	-0.2	-0.3
Performance level (Decile Group)			5

Writing	Freshmen	Seniors	Difference
Actual Writing score	114	115	0.6
Expected Writing score	115	116	0.9
Actual versus expected	-0.7	-1.0	-0.3
Performance level (Decile Group)			5

For more information about the Voluntary System of Accountability (VSA) and ETS Proficiency Profile Learning Gains reports, visit <http://www.ets.org/proficiencyprofile>.