

ETS PP: Fall 2013 Test Taker Profile

Gender	Count	Percentage
Male	172	39%
Female	253	57%
Not Answered	17	4%
Total	442	100%
Ethnicity	Count	Percentage
African American	94	21%
American Indian or Alaskan Native	2	0%
Asian Asian American or Pacific Islander	20	5%
Black Hispanic	4	1%
Hispanic	40	9%
Latino	26	6%
Other/Decline	38	9%
White	218	49%
Grand Total	442	100%
Transfer status	Count	Percentage
0 - 15 hours transferred	8	2%
16 - 30 hours transferred	3	1%
Not a transfer	420	95%
Over 30 hours transferred	11	2%
Grand Total	442	100%
Credit hours successfully completed	Count	Percentage
30 - 60 semester hours or 45 - 90 quarter hours	10	2%
61 - 90 semester hours or 91 - 145 quarter hours	9	2%
Fewer than 30 semester hours or fewer than 45 quarter hours	34	8%
More than 90 semester hours or more than 145 quarter hours	1	0%
None entering freshman	388	88%
Grand Total	442	100%
Intended or current major	Count	Percentage
Accounting	3	1%
Agriculture	1	0%
Art & Art History	13	3%
Banking & Finance	5	1%
Biological Sciences	47	11%
Business Administration	29	7%
Chemistry	12	3%
Communications	45	10%
Criminal Justice	20	5%
Economics	14	3%
Education	1	0%
Engineering & Engineering Technologies	1	0%
English	9	2%
Environmental Sciences	4	1%
Foreign Languages & Literature	4	1%
Health & Medical Sciences	3	1%
History	11	2%
Liberal Studies	2	0%
Marketing	16	4%
Music	68	15%
Other A	31	7%
Other B	1	0%
Other C	1	0%
Philosophy	2	0%
Physics & Astronomy	4	1%
Political Science	18	4%
Psychology	48	11%

Sociology	3	1%
Undecided	26	6%
Grand Total	442	100%

ETS PP: Fall 2015 Test Taker Profile

Gender	Count	Percentage
Female	102	47%
Male	87	40%
Not answered	26	12%
Grand Total	215	100%
Ethnicity	Count	Percentage
African American	30	14%
Asian Asian American or Pacific Islander	9	4%
Black Hispanic	4	2%
Hispanic	22	10%
Latino	17	8%
Other/Decline	14	7%
White	119	55%
Grand Total	215	100%
Transfer Status	Count	Percentage
0 - 15 hours transferred	9	4%
16 - 30 hours transferred	11	5%
Not a transfer	182	85%
Over 30 hours transferred	13	6%
Grand Total	215	100%
Class (Credit Hours Successfully Completed)	Count	Percentage
30 - 60 semester hours or 45 - 90 quarter hours	20	9%
61 - 90 semester hours or 91 - 145 quarter hours	56	26%
Fewer than 30 semester hours or fewer than 45 quarter hours	5	2%
More than 90 semester hours or more than 145 quarter hours	93	43%
None entering freshman	41	19%
Grand Total	215	100%
Major (intended / current)	Count	Percentage
Accounting	11	5%
Agriculture	2	1%
Art & Art History	1	0%
Banking & Finance	6	3%
Biological Sciences	5	2%
Business Administration	25	12%
Chemistry	1	0%
Communications	26	12%
Economics	9	4%
English	1	0%
Marketing	10	5%
Mathematical Sciences	1	0%
Music	53	25%
Other A	32	15%
Psychology	29	13%
Undecided	3	1%
Grand Total	215	100%
Gen Ed/Core Curriculum Completed	Count	Percentage
100%	90	42%
About 25%	3	1%
About 50%	9	4%
About 75%	66	31%
None	47	22%
Grand Total	215	100%

ETS PP: Proficiency Classification Comparison – LU Pre/Post-Test

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1 (2013)	70%	18%	12%
Reading, Level 1 (2015)	53%	21%	27%
Reading, Level 2	41%	19%	40%
Reading, Level 2	27%	15%	58%
Critical Thinking	4%	26%	69%
Critical Thinking	5%	10%	86%
	Proficient	Marginal	Not Proficient
Writing, Level 1	73%	23%	5%
Writing, Level 1	62%	22%	15%
Writing, Level 2	29%	39%	32%
Writing, Level 2	25%	36%	39%
Writing, Level 3	12%	34%	54%
Writing, Level 3	11%	28%	62%
	Proficient	Marginal	Not Proficient
Mathematics, Level 1	57%	27%	16%
Mathematics, Level 1	42%	27%	31%
Mathematics, Level 2	27%	30%	43%
Mathematics, Level 2	19%	27%	54%
Mathematics, Level 3	5%	17%	78%
Mathematics, Level 3	5%	16%	78%

ETS PP: Scaled Score Summary – LU Pre/Post-Test

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25 th Percentile	50 th Percentile	75 th Percentile
Total Score	400-500	447.68	446-449	16.90	435	448	458
Skills Subscores:							
Critical Thinking (2013)	100-130	112.21	111-113	6.04	107	113	117
Critical Thinking (2015)	100-130	110.91	110-112	6.56	105	109	115
Reading	100-130	118.72	118-120	6.52	114	119	125
Reading	100-130	117.47	116-119	7.11	111	118	123
Writing	100-130	116.12	115-117	4.64	113	116	119
Writing	100-130	115.41	114-116	5.64	111	116	120
Mathematics	100-130	113.56	113-114	5.35	110	113	116
Mathematics	100-130	113.00	112-114	5.83	109	112	116
Context-Based Subscores:							
Humanities	100-130	115.01	114-116	6.31	111	115	119
Humanities	100-130	115.90	115-117	6.70	112	116	121
Social Sciences	100-130	113.74	113-115	6.06	109	113	119
Social Sciences	100-130	113.62	112-115	6.51	107	112	117
Natural Sciences	100-130	116.11	115-117	5.22	112	116	120
Natural Sciences	100-130	114.06	113-115	6.62	107	115	119

ETS PP: Proficiency Classification Comparison – Freshman/All Master's (Comprehensive) Colleges and Universities I and II
 Total number of students = 82,115
 Weighted number of students = 59,315

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	47%	23%	30%
Reading, Level 2	20%	18%	63%
Critical Thinking	2%	9%	89%
Writing, Level 1	48%	33%	19%
Writing, Level 2	12%	30%	59%
Writing, Level 3	4%	17%	79%
Mathematics, Level 1	41%	27%	32%
Mathematics, Level 2	18%	24%	58%
Mathematics, Level 3	3%	11%	86%

Freshman, Loyola University New Orleans

Total number of students = 535

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	68%	19%	13%
Reading, Level 2	41%	19%	40%
Critical Thinking	3%	27%	70%
Writing, Level 1	73%	20%	7%
Writing, Level 2	29%	37%	34%
Writing, Level 3	13%	31%	57%
Mathematics, Level 1	52%	30%	18%
Mathematics, Level 2	25%	27%	47%
Mathematics, Level 3	4%	15%	81%

ETS PP: Proficiency Classification Comparison – Juniors/All Master's (Comprehensive) Colleges and Universities I and II
 Total number of students = 44,712
 Weight number of students = 33,285

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	58%	20%	22%
Reading, Level 2	30%	19%	50%
Critical Thinking	4%	15%	81%
Writing, Level 1	56%	29%	16%
Writing, Level 2	16%	33%	50%
Writing, Level 3	6%	22%	72%
Mathematics, Level 1	46%	26%	28%
Mathematics, Level 2	22%	24%	54%
Mathematics, Level 3	5%	13%	82%

Juniors, Loyola University New Orleans

Total number of students = 207

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	53%	21%	27%
Reading, Level 2	27%	15%	58%
Critical Thinking	5%	10%	86%
Writing, Level 1	62%	22%	15%
Writing, Level 2	25%	36%	39%
Writing, Level 3	11%	28%	62%
Mathematics, Level 1	42%	27%	31%
Mathematics, Level 2	19%	27%	54%
Mathematics, Level 3	5%	16%	78%

SAILS

Students at Loyola University performed better than the institution-type benchmark on the following SAILS Skill Sets:

- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

Students at Loyola University performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

- Using Finding Tool Features

To identify which skill sets were easier and which were more difficult for Loyola University students, below are the skill sets ordered by performance, from best to worst. Skills set scores cannot be directly compared to each other. Instead, the ordering reflects the magnitude of difference between our institution's mean and the institution-type benchmark mean. The mean and standard deviation of all of the administrations in the benchmark for each skill set are calculated. The ranking is then the distance our mean is from the benchmark mean as a fraction of the standard deviation.

Best	Documenting Sources
	Searching
	Selecting Finding Tools
	Evaluating Sources
	Retrieving Sources
	Using Finding Tool Features
	Developing a Research Strategy
Worst	Understanding Economic, Legal, Social Issues

Scores are placed on a scale that ranges from 0 to 1000. In below table, the average score for each group is reported. Standard errors above and below the score are indicated with \pm . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small. The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 5 has a range from 530 to 520. The true group average score falls in the range of 530 to 520. To determine whether two groups are meaningfully different from each other, determine whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do not overlap are meaningfully different.

Skills set marked with an asterisk in below table indicate that Loyola University means that are meaningfully different than both institution type means and all US institutions that participated in the DIT. In each of these cases, Loyola University means are higher. The only exception is Using Finding Tool Features, which does not have a meaningful difference.

Overall Scores Across All SAILS Skill Sets

SAILS Skill Sets	Loyola University	Institution Type: Masters	All US Institutions
Developing a Research Strategy*	530 ± 10	511 ± 1	510 ± 0
Selecting Finding Tools*	543 ± 12	520 ± 2	509 ± 1
Searching*	523 ± 10	493 ± 1	489 ± 0
Using Finding Tool Features	542 ± 15	534 ± 2	528 ± 1
Retrieving Sources*	553 ± 15	526 ± 2	518 ± 1
Evaluating Sources*	515 ± 11	477 ± 2	474 ± 0
Documenting Sources*	540 ± 15	501 ± 2	480 ± 1
Understanding Economic, Legal, and Social Issues*	502 ± 12	475 ± 2	471 ± 1

DIT

	Personal Interest	Maintain Norms	Post Conventional	N2 score
Mean	27.26	28.99	35.47	33.57
Standard Deviation	12.55	13.26	16.97	15.20
N	182	182	182	182

- Attempt to generate normative information for DIT-2 scores based on 176 data sets
- Moral schema scores detailed by level of education and drawn from a large sample (N = 10,553)
- Bebeau, Maeda, and Tichy-Reese, 2003

Table 1. DIT2 Means and Standard Deviations for Schema Scores and N2 score by Educational Level for respondents who indicated their educational level in one of the following categories and reported that English was their primary language.

Educational Level	Schema Scores											
	Personal Interest (Stage 2/3)			Maintain Norms (Stage 4)			Post Conventional (P score)			N2 Score		
	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N
Grade 7-9	35.21	14.41	37	41.69	11.01	37	15.78	13.05	37	12.84	12.17	37
Grade 10-12	28.25	12.62	667	33.24	14.79	667	33.13	17.04	667	31.69	17.18	667
Voc/Tech	24.87	12.20	111	37.55	12.63	111	32.19	15.19	111	28.70	17.00	111
Jr. College	26.27	12.30	236	37.32	13.80	236	31.06	14.22	236	29.48	15.09	236
Freshman	28.53	12.32	2,096	33.57	12.96	2,096	32.32	13.92	2,096	31.05	14.42	2,096
Sophomore	29.27	12.35	1,028	32.36	13.62	1,028	32.62	14.77	1,028	31.24	14.94	1,028
Junior	27.36	12.77	1,333	32.93	13.59	1,333	34.45	15.57	1,333	32.65	16.04	1,333
Senior	24.80	12.53	2,441	32.40	14.01	2,441	37.84	15.44	2,441	36.85	15.53	2,441
MS degree	21.69	11.82	853	32.64	14.35	853	41.06	15.77	853	40.56	15.06	853
Prof. degree	19.76	11.28	1,582	31.41	15.06	1,582	44.87	15.86	1,582	44.97	14.87	1,582
Ph.D./Ed.D	18.71	11.63	169	27.24	14.05	169	50.69	16.16	169	48.99	15.60	169
Total	25.48	12.71	10,553	32.73	14.00	10,553	36.74	16.05	10,553	35.67	16.23	10,553

Note: Of the 13,386 valid responses, 1134 (8.5%) were excluded because they did not report their educational level, and 113 (.8%) were excluded who reported their educational level as Grade 1-6 (n = 5) or as 'other'. Finally, of the 12,139 responses, 1586 (13%) were excluded because English was not their native language.

Instruments

ETS Proficiency Profile

<http://www.ets.org/proficiencyprofile/about>

Standardized Assessment of Information Literacy Test

<https://www.projectsails.org>

Defining Issues Test

<http://ethicaldevelopment.ua.edu/dit-and-dit-2/>