Concordia University Chicago
General Education Assessment
Academic Year 2022-2023

Academic Year 2022-2023 was the seventeenth year that Concordia University Chicago (CUC) used the ETS Proficiency Profile Abbreviated Form B for Proctored Online Administration to measure the effectiveness of the General Education curriculum. The test was administered to all freshmen and senior students during the Academic Year 2022-2023. The norm-referenced scores measured general education foundational skills in college-level reading, writing, critical thinking, and mathematics and context-based subscores in the humanities, social sciences, and natural sciences. The total score has a possible range of 400 to 500. The subscores have a possible range of 100 to130. A total of 278 students took the test during Academic Year 2022-2023 and 9 students were excluded from statistical analyses. The participants included 179 freshmen that were enrolled in First Year Experience Noetic courses: Noetic Experience through Humanities and Noetic Experience through Social/Behavioral Sciences and 64 graduating seniors.

Scores Reported

Norm-referenced Scores (Scaled Scores)

Eight scaled scores were reported for students taking the ETS Proficiency Profile test:

- a total score
- four skills subscores (critical thinking, reading, writing, mathematics)
- three context-based subscores (humanities, social sciences, natural sciences)

The total score was reported on a scale that ranges from 400 to 500. The seven subscores were reported on a scale that ranges from 100 to 130.

Concordia University used the Annual Comparative Data Guide (CDG), which contains tables of scaled scores and percentiles for institutional means and individual student scores drawn directly from test takers across the nation. The CDG assisted in interpreting the scores from ETS Proficiency Profile by helping to determine how CUC students' skills compared with the skills of students at similar institutions. For national comparison, Concordia is classified as Master's (Comprehensive) Colleges and Universities I and II. (The national scores were weighted to accommodate differences in the size of institutions).

*2023 Comparative Data Guide was not available at the time of this report.

Table 1. Mean Comparisons of All CUC Students Who Took the ETS Proficiency Profile Test in AY 2022-2023

CUC Students N=269 National N=68,788	CUC M	 SD	National M	 SD
Total Score	**437.5**	**21.3**	**442.7**	**20.1**
Skills Subscores:				
Critical Thinking	110.1	6.4	111.2	6.3
Reading	116.0	7.5	117.6	7.2
Writing	113.0	5.5	113.9	5.3
Mathematics	112.0	6.0	113.1	5.9
Humanities	113.2	6.0	114.2	6.5
Social Sciences	111.4	6.5	112.7	6.3
Natural Sciences	114.2	6.0	115.1	5.9

***** In comparison to peer institutions, all CUC students were one point below the national average on all the subscores. Also, Concordia students' total mean score was five points below the national average.

Table 2. Mean Comparisons of CUC Entering Freshmen (No Hours Completed) Who Took the ETS Proficiency Profile Test in AY 2022-2023

CUC Students N=172 National N=16,429	CUC M	 SD	National M	 SD
Total Score	**434.3**	**20.2**	**435.7**	**18.4**
Skills Subscores:				
Critical Thinking	109.4	5.8	109.2	5.7
Reading	115.0	7.2	115.4	7.1
Writing	112.0	5.5	112.4	5.2
Mathematics	111.3	5.8	111.6	5.4
Humanities	112.4	5.4	112.5	6.0
Social Sciences	111.0	6.0	111.1	5.9
Natural Sciences	113.4	5.9	113.2	5.7

*Concordia entering freshmen's total mean score was at national average on Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Sciences and Natural Sciences.

Table 3. Mean Comparisons of All CUC Seniors Who Took the ETS Proficiency Profile Test in AY 2021-2022 (Students that completed more than 90 semester hours or more than 145 quarter hours)

CUC Students N=64 National N=22,432	CUC		National	
	M	SD	M	SD
Total Score	**446.0**	**23.0**	**447.2**	**20.4**
Skills Subscores:				
Critical Thinking	112.0	7.6	112.2	6.5
Reading	118.0	7.7	119.0	7.1
Writing	115.0	5.2	115.0	5.3
Mathematics	113.0	6.4	114.2	6.1
Humanities	115.1	7.2	115.1	6.7
Social Sciences	113.1	7.1	114.0	6.5
Natural Sciences	116.0	6.0	116.1	5.9

*****Concordia seniors' total mean score was one point below the national average. In comparison to peer institutions, the seniors' mean skills subscores were at national average for Critical Thinking, Writing, Humanities, Natural Sciences. However, CUC's seniors' performance were a point below the national average on Reading, Mathematics, and Social Sciences subscores.

Table 4. ETS Proficiency Profile Undergraduate Cohort Score Comparison: Freshmen Entrance Testing AY 2019-2020 to Exit Testing AY 2022-2023

	Freshman Year AY 2019-2020 N=221		Senior Year AY 2022-2023 N=171		Change Freshman to Senior Year
	M	SD	M	SD	
Total Score	**438.0**	**18.1**	**445.5**	**23.0**	**7.5**
Skills Subscores:					
Critical Thinking	110.0	5.9	112.0	7.6	2.0
Reading	116.0	6.8	118.0	7.7	2.0
Writing	113.0	5.1	115.1	5.2	2.1
Mathematics	113.0	5.2	113.0	6.4	0.0
Humanities	113.0	5.9	115.1	7.2	2.1
Social Sciences	111.0	6.1	113.1	7.1	2.1
Natural Sciences	114.0	5.5	116.0	6.0	2.0

*Table 4 compared the mean scores of the senior students when they were freshmen in Academic Year 2019-2020 with their senior year mean scores in Academic Year 2022-2023 to examine the "value added" through the General Education curriculum. There was a seven and half point difference between the total mean score from freshman to senior year. This current result is consistent with previous findings in which we reported a minimum of five-point gain in students' mean score from freshman to senior year.

Summary of Proficiency Classifications:

Proficiency classifications The skills measured by the ETS Proficiency Profile test were grouped into *proficiency levels* - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. Tables 5 to 10 on the next few pages show the percentage of students who were *proficient, marginal, or not proficient* at each proficiency level. A student classified as marginal is one whose test results did not provide enough evidence to classify the student either as proficient or not proficient. See Appendix A for more information about these classifications.

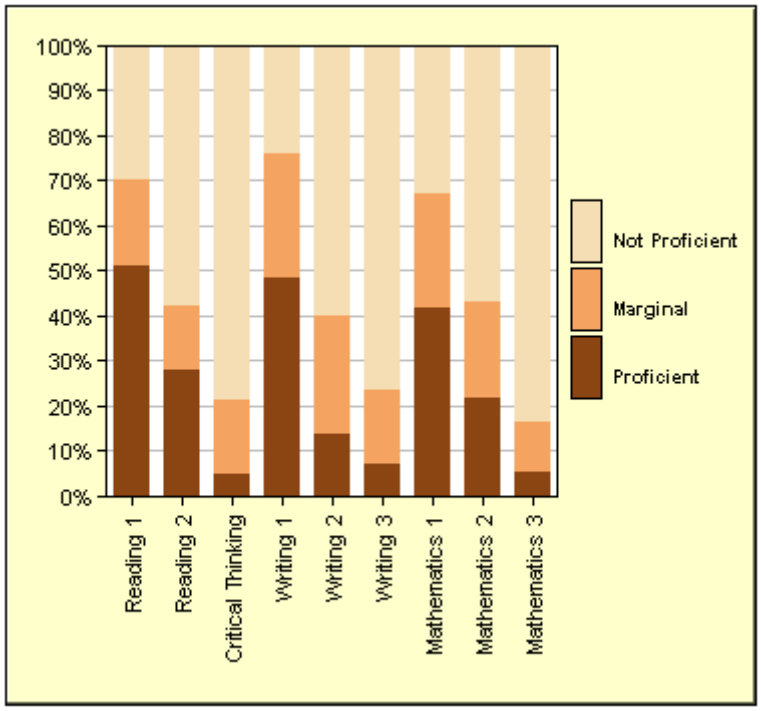
Table 5. Summary of Proficiency Classifications for All CUC Students Academic Year 2022-2023

Summary of Proficiency Classifications
To show how many students are proficient at each level

Concordia University Chicago
Abbreviated Form
Test Description: Combined
Number of students tested: 278
Number of students included in these statistics: 269
Number of students excluded (see roster): 9

Cohort Name: Combined
Close Date: Combined
Student Level: All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	51%	19%	30%
Reading, Level 2	28%	15%	58%
Critical Thinking	5%	16%	79%
Writing, Level 1	48%	28%	24%
Writing, Level 2	14%	26%	60%
Writing, Level 3	7%	16%	77%
Mathematics, Level 1	42%	26%	33%
Mathematics, Level 2	22%	21%	57%
Mathematics, Level 3	5%	11%	84%



*Fifty-one percent (51%) of all CUC students were classified as proficient at Reading, Level 1 and twenty-eight percent (28%) at Reading, Level 2 and five percent (5%) in Critical Thinking. Forty-eight percent (48%) of all CUC students were classified as proficient at Writing, Level 1 and fourteen percent (14%) at Writing, Level 2. Forty-two percent (42%) of all CUC students were classified as proficient in Mathematics, Level 1, twenty-two percent (22%) in Mathematics, Level 2 respectively.

*2023 Comparative Data Guide was not available at the time of this report.

Table 6.

2022 Comparative Data Guide
Summary of Proficiency Classifications — All Students,
Master's (Comprehensive) Colleges and Universities I and II
July 2017 through June 2022

Total Number of Students	Weighted Number of Students
83,894	68,788 *

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	4%	20%	77%
Reading, Level 2	34%	20%	46%
Reading, Level 1	63%	18%	19%
Writing, Level 3	8%	22%	70%
Writing, Level 2	17%	35%	48%
Writing, Level 1	58%	28%	14%
Mathematics, Level 3	6%	15%	79%
Mathematics, Level 2	27%	25%	49%
Mathematics, Level 1	52%	26%	22%

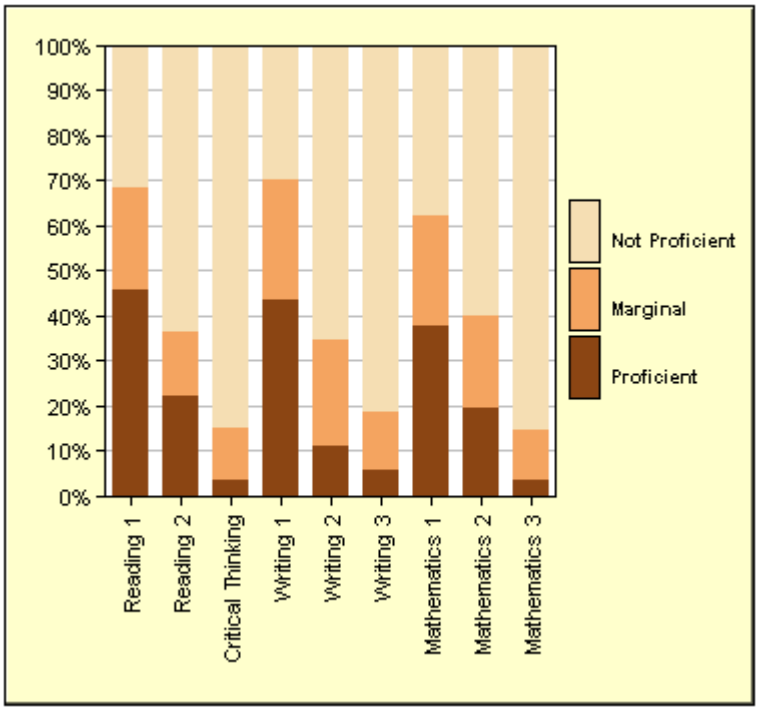
Table 7. Summary of Proficiency Classifications for CUC Entering Freshmen Academic Year 2021-2022

Summary of Proficiency Classifications
To show how many students are proficient at each level

Concordia University Chicago
Abbreviated Form
Test Description: Abbreviated Form B
Number of students tested: 179
Number of students included in these statistics: 172
Number of students excluded (see roster): 7

Cohort Name: AY 2022-2023 FR
Close Date: 05/22/2023
Student Level: None, entering freshman

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	46%	23%	31%
Reading, Level 2	22%	15%	63%
Critical Thinking	3%	12%	85%
Writing, Level 1	44%	27%	30%
Writing, Level 2	11%	24%	65%
Writing, Level 3	6%	13%	81%
Mathematics, Level 1	38%	24%	38%
Mathematics, Level 2	20%	20%	60%
Mathematics, Level 3	3%	11%	85%



*Forty-six percent (46%) of CUC entering freshmen were classified as proficient at Reading, Level 1, twenty-two percent (22%) at Reading, Level 2, and three percent (3%) in Critical Thinking. Forty-four percent (44%) of entering freshmen were classified as proficient in Writing, Level 1 and eleven percent (11%) were proficient in Writing, Level 2. Thirty-eight percent (38%) of CUC entering freshmen were classified as proficient at Mathematics, Level 1, twenty percent (20%) in Mathematics, Level 2 respectively.

*2023 Comparative Data Guide was not available at the time of this report.

Table 8.

2022 Comparative Data Guide
Summary of Proficiency Classifications — Entering Freshman (0 credit hours), Master's (Comprehensive) Colleges and Universities I and II
July 2017 through June 2022

Total Number of Students	Weighted Number of Students
18,833	16,429 *

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	1%	11%	87%
Reading, Level 2	22%	19%	59%
Reading, Level 1	50%	23%	27%
Writing, Level 3	5%	15%	80%
Writing, Level 2	10%	29%	60%
Writing, Level 1	46%	35%	19%
Mathematics, Level 3	3%	10%	87%
Mathematics, Level 2	18%	23%	59%
Mathematics, Level 1	41%	29%	30%

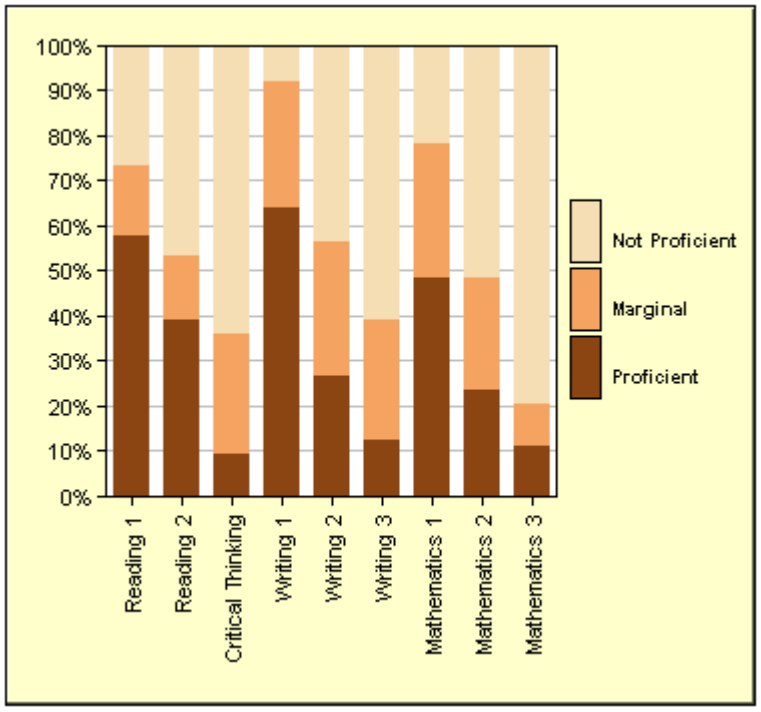
Table 9. Summary of Proficiency Classifications for Seniors

Summary of Proficiency Classifications
To show how many students are proficient at each level

Concordia University Chicago
Abbreviated Form
Test Description: Abbreviated Form B
Number of students tested: 64
Number of students included in these statistics: 64
Number of students excluded (see roster): 0

Cohort Name: AY 2022-2023SR
Close Date: 05/23/2023
Student Level: More than 90 semester hours or more than 145 quarter hours

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	58%	16%	27%
Reading, Level 2	39%	14%	47%
Critical Thinking	9%	27%	64%
Writing, Level 1	64%	28%	8%
Writing, Level 2	27%	30%	44%
Writing, Level 3	13%	27%	61%
Mathematics, Level 1	48%	30%	22%
Mathematics, Level 2	23%	25%	52%
Mathematics, Level 3	11%	9%	80%



*Fifty-eight percent (58%) of CUC seniors were classified as proficient at Reading, Level 1, thirty-nine percent (39%) at Reading, Level 2, and nine percent (9%) were proficient in Critical Thinking. Sixty-four percent (64%) of seniors were classified as proficient in Writing, Level 1 and twenty-seven percent (27%) were proficient in Writing at Level 2. Forty-eight percent (48%) of CUC seniors were classified as proficient in Mathematics,

at Level 1, while twenty-three percent (23%) were proficient in Mathematics, at Level 2 respectively.

*2023 Comparative Data Guide was not available at the time of this report.

Table 10.

2022 Comparative Data Guide
Summary of Proficiency Classifications — Senior (>90 semester hours/>145 quarter hours), Master's (Comprehensive) Colleges and Universities I and II
July 2017 through June 2022

Total Number of Students	Weighted Number of Students
31,539	22,432 *

Percent of Students Classified

Skill Dimension and Level	Classified as Proficient	Classified as Marginal	Classified as Non-Proficient
Critical Thinking	5%	25%	70%
Reading, Level 2	42%	20%	39%
Reading, Level 1	70%	15%	15%
Writing, Level 3	11%	27%	63%
Writing, Level 2	22%	38%	40%
Writing, Level 1	65%	24%	11%
Mathematics, Level 3	8%	18%	74%
Mathematics, Level 2	33%	25%	42%
Mathematics, Level 1	59%	23%	18%

Appendix A

ETS Proficiency Profile Proficiency Levels

Reading and Critical Thinking

Level 1

To be considered proficient at Level 1, students should be able to:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level 2

To be considered proficient at Level 2, students should be able to:

- synthesize material from different sections of a passage
- recognize valid inferences derived from material in the passage
- identify accurate summaries of a passage or of significant sections of the passage
- understand and interpret figurative language
- discern the main idea, purpose or focus of a passage or a significant portion of the passage

Level 3/Critical Thinking

To be considered proficient at Level 3, students should be able to:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

Writing

Level 1

To be considered proficient at Level 1, students should be able to:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice
- order sentences in a paragraph
- order elements in an outline

Level 2

To be considered proficient at Level 2, students should be able to:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3

To be considered proficient at Level 3, students should be able to:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language

- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Mathematics

Level 1

To be considered proficient at Level 1, students should be able to:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded.
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25 percent).
- solve problems requiring a general understanding of square roots and the squares of numbers.
- solve a simple equation or substitute numbers into an algebraic expression.
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level 2

To be considered proficient at Level 2, students should be able to:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
- interpret a trend represented in a graph, or choose a graph that reflects a trend.
- solve problems involving sets; problems have numeric answer choices.

Level 3

To be considered proficient at Level 3, students should be able to:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease
- generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning