

Administration Details		
CALHOUN COMMUNITY COLLEGE Test name: E-Proficiency Profile	Test Description: Abbreviated Form Pre-Test without Proctoring	Administration Name: Spring 2025 E-Proficiency Profile
	Students Tested: 723	Start Date: 2025-02-01 00:00:00
	Students Included in Report: 695	Close Date: 2025-03-05 23:59:59
	Students Excluded from Report: 28	

Important Notice: Statistics computed for small numbers of students (e.g., less than 30) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.
 *Students Excluded from Report - students must complete at least 75% of the assessment to be included in the results.

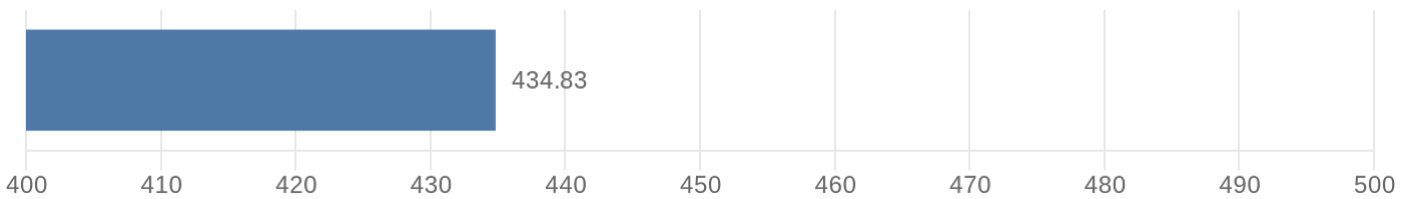
Click [here](#) to access the EPP Comparative Data Report

REPORT SUMMARY

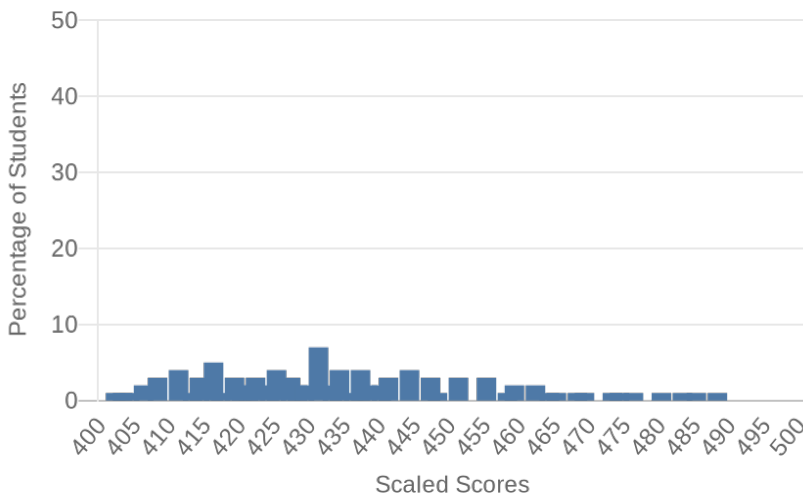
Summary of Scaled Scores (Scale of 400 to 500)

The proficiency profile is a test of college-level skills in reading, writing, critical thinking and mathematics designed to measure the academic skills developed through general education courses, rather than the subject knowledge specifically taught in those courses. This section shows the ability of the group taking the test.

Mean scaled score



Distribution of Scores



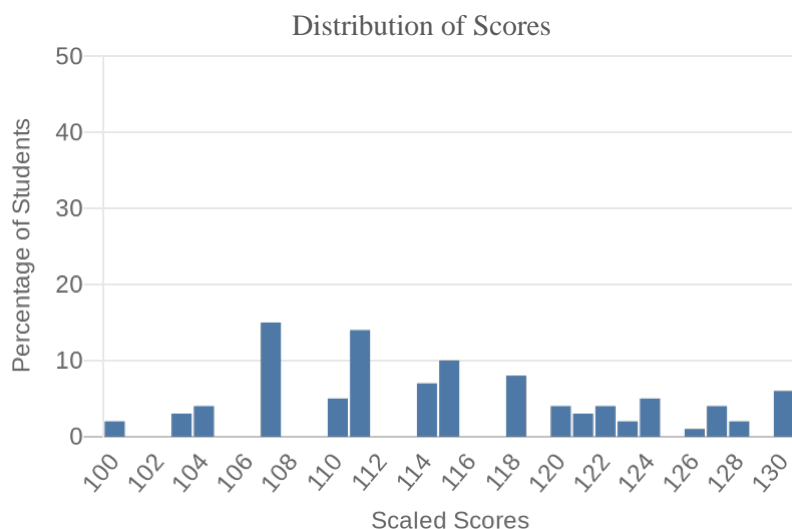
TOTAL SCORES	
Mean Scaled Score:	434.83
Standard Deviation:	21.26
Confidence Interval*	433.25 - 436.41
25th Percentile:	419
50th Percentile:	431
75th Percentile:	447

Skill Dimension Subscores

The proficiency profile test is designed to measure college student skills in reading and critical thinking, writing, and mathematics.

Reading (Scale of 100 to 130)

The **reading** questions test student's ability to interpret the meaning of key terms, recognize the primary purpose of a passage, recognize explicitly presented information, make appropriate inferences, and recognize rhetorical devices.

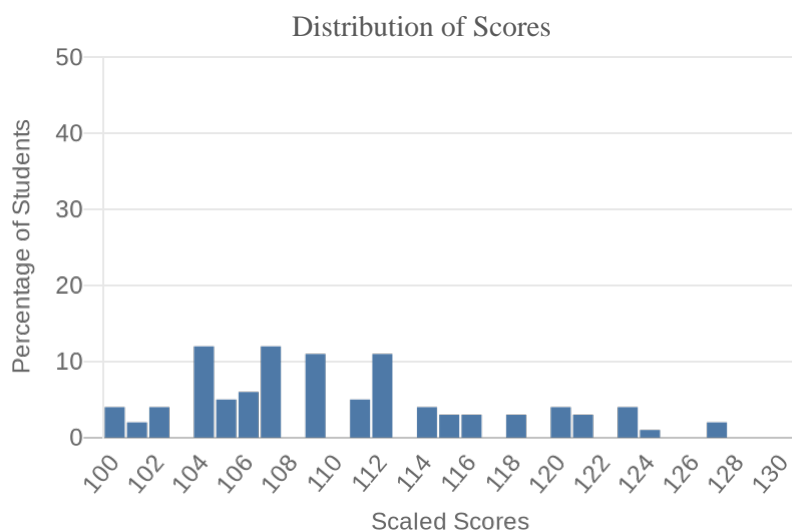


READING

Mean Scaled Score:	115.14
Standard Deviation:	7.85
Confidence Interval*	114.56 - 115.72
25th Percentile:	110
50th Percentile:	115
75th Percentile:	121

Critical Thinking (Scale of 100 to 130)

The **critical thinking** questions test student's ability to recognize assumptions, recognize the best hypothesis to account for information presented, recognize flaws and inconsistencies in arguments, and draw valid conclusions from information presented.

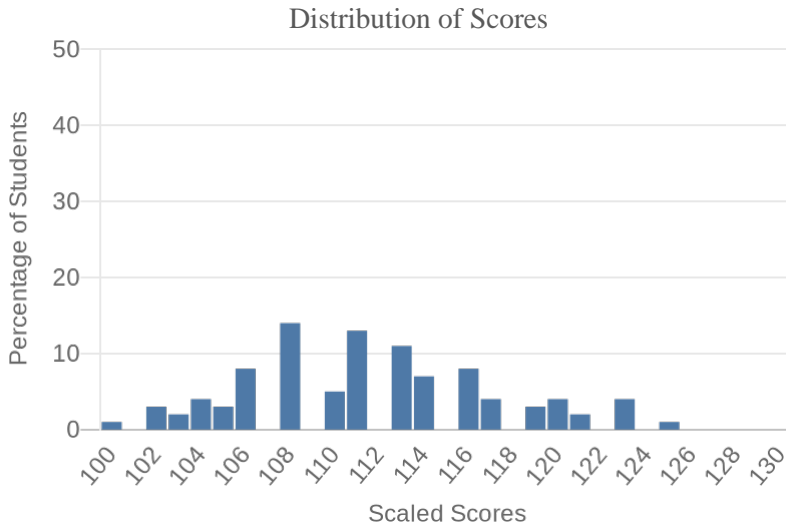


CRITICAL THINKING

Mean Scaled Score:	110.24
Standard Deviation:	6.71
Confidence Interval*	109.74 - 110.74
25th Percentile:	105
50th Percentile:	109
75th Percentile:	114

Writing (Scale of 100 to 130)

The **writing** questions test student's ability to recognize the most grammatically correct revision of a sentence, organize a short piece of writing, and recognize errors in grammar and usage.

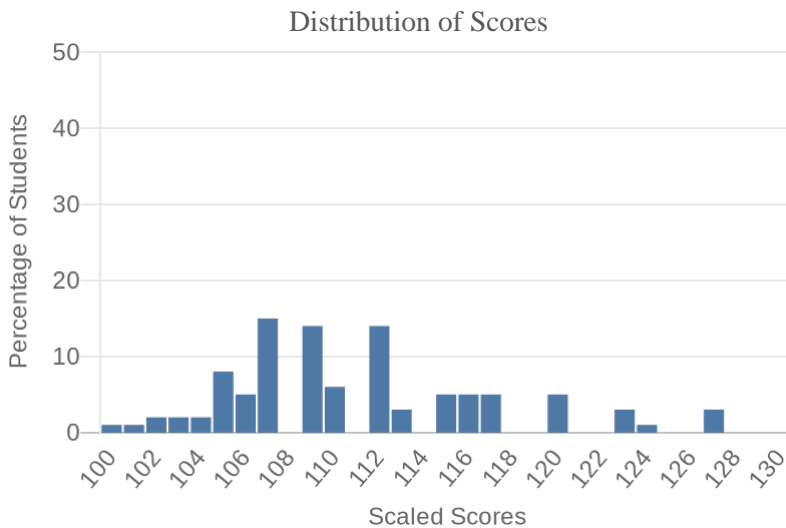


WRITING

Mean Scaled Score:	111.61
Standard Deviation:	5.60
Confidence Interval*	111.19 - 112.03
25th Percentile:	108
50th Percentile:	111
75th Percentile:	116

Mathematics (Scale of 100 to 130)

The **mathematics** questions test student's ability to interpret mathematical terms, interpret tables and graphs, evaluate formulas, compare numbers expressed in different ways, interpret ratios, proportions, and percentages, and recognize equivalent mathematical formulas or expressions.



MATHEMATICS

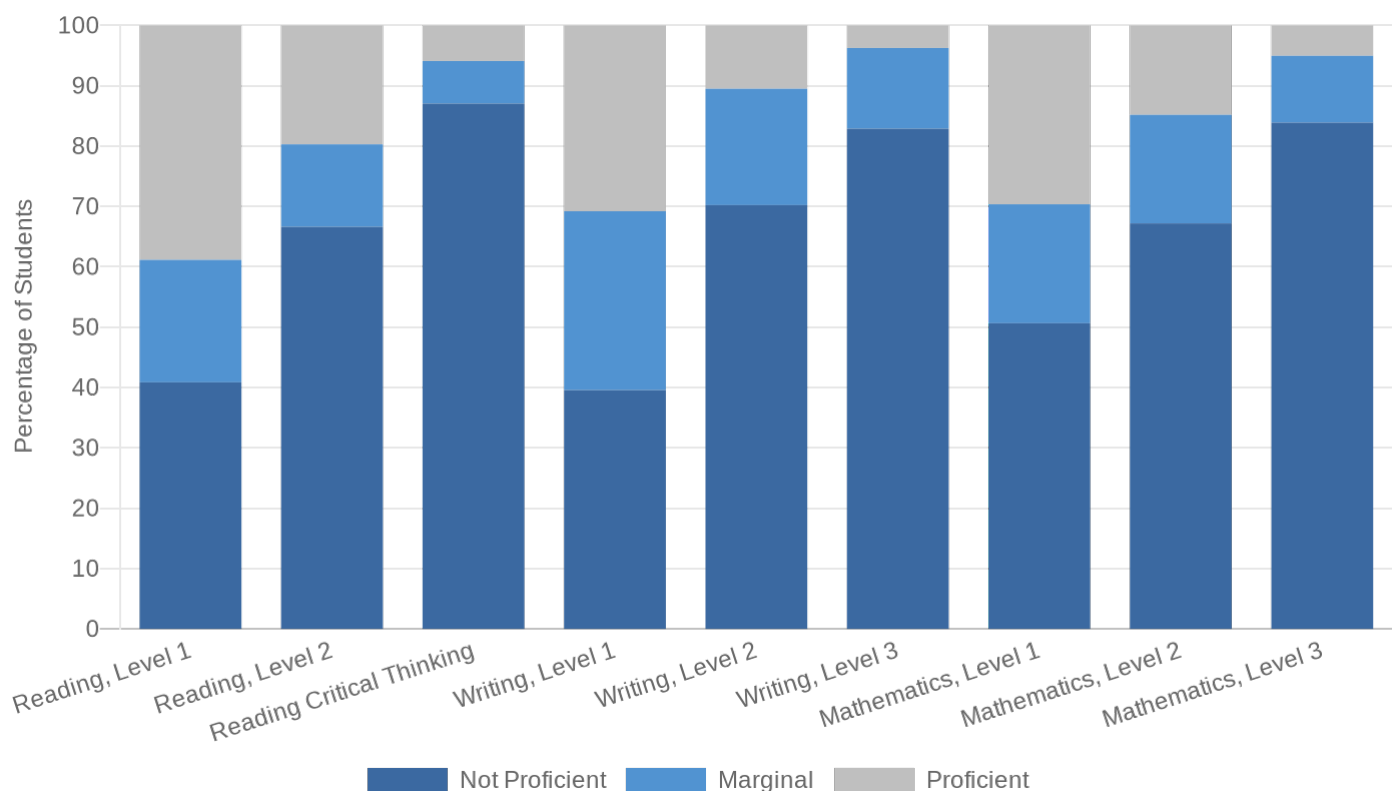
Mean Scaled Score:	111.16
Standard Deviation:	5.99
Confidence Interval*	110.71 - 111.61
25th Percentile:	107
50th Percentile:	110
75th Percentile:	115

Summary of Proficiency Classifications

The skills measured by the Proficiency Profile test are 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. The table and graph show the number and percentage of students who are proficient, marginal and not proficient at each proficiency level in reading and critical thinking, writing and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications.

Note: Values may not sum to 100 % due to rounding.

Skill Dimension	Not Proficient	Marginal	Proficient
Reading, Level 1	41%	20%	39%
Reading, Level 2	67%	14%	20%
Reading Critical Thinking	87%	7%	6%
Writing, Level 1	40%	30%	31%
Writing, Level 2	70%	19%	11%
Writing, Level 3	83%	13%	4%
Mathematics, Level 1	51%	20%	30%
Mathematics, Level 2	67%	18%	15%
Mathematics, Level 3	84%	11%	5%



Level 1 Proficiency (Total score range 430-449)**Individuals scoring in the Level 1 Proficiency range tend to demonstrate the following abilities:**

Reading	<ul style="list-style-type: none">• Recognize factual material explicitly presented in a reading passage.• Understand the meaning of particular words or phrases in the context of a reading passage.
Writing	<ul style="list-style-type: none">• 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.
Mathematics	<ul style="list-style-type: none">• Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality• Solve problems involving the informal properties of numbers and operations including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to 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.

Level 2 Proficiency (Total score range 450-470)**Individuals scoring in the Level 2 Proficiency range tend to demonstrate the following abilities:**

Reading	<ul style="list-style-type: none">• Recognize factual material explicitly presented in a reading passage• Understand the meaning of particular words or phrases in the context of a reading passage• 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.
Writing	<ul style="list-style-type: none">• 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• 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.
Mathematics	<ul style="list-style-type: none">• Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality• Solve problems involving the informal properties of numbers and operations including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to 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• Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios• Simplify algebraic expressions, perform basic translations and draw conclusions from algebraic equations and inequalities• Interpret a trend represented in a graph or choose a graph that reflects a trend• Solve problems involving sets.

Level 3 Proficiency (Total score range 471-500)**Individuals scoring in the Level 3 Proficiency range tend to demonstrate the following abilities:**

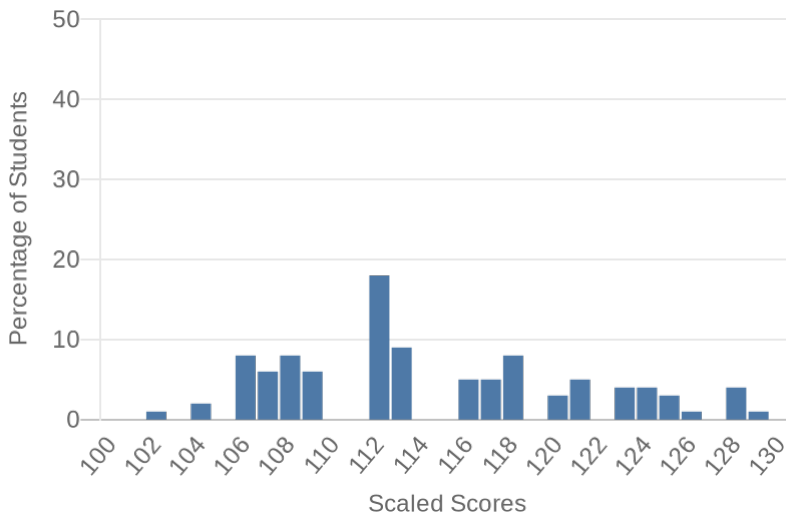
Reading	<ul style="list-style-type: none">• Recognize factual material explicitly presented in a reading passage• Understand the meaning of particular words or phrases in the context of a reading passage• Synthesize material from different sections of a passage• Recognize valid inferences derived from 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.
Critical Thinking	<ul style="list-style-type: none">• 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• Recognize the salient features or themes in a work of art• 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	<ul style="list-style-type: none">• 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• 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.
Mathematics	<ul style="list-style-type: none">• Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality• Solve problems involving the informal properties of numbers and operations including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to 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• Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios• Simplify algebraic expressions, perform basic translations and draw conclusions from algebraic equations and inequalities• Interpret a trend represented in a graph or choose a graph that reflects a trend• Solve problems involving sets.

Context-Based Subscores

The reading and critical thinking questions test student's ability to read carefully and think critically about issues and arguments from the **humanities, social sciences, and natural sciences**. They are not intended to test specific content knowledge in these fields. All the information needed to answer these questions is presented in the test.

Humanities (Scale of 100 to 130)

Distribution of Scores

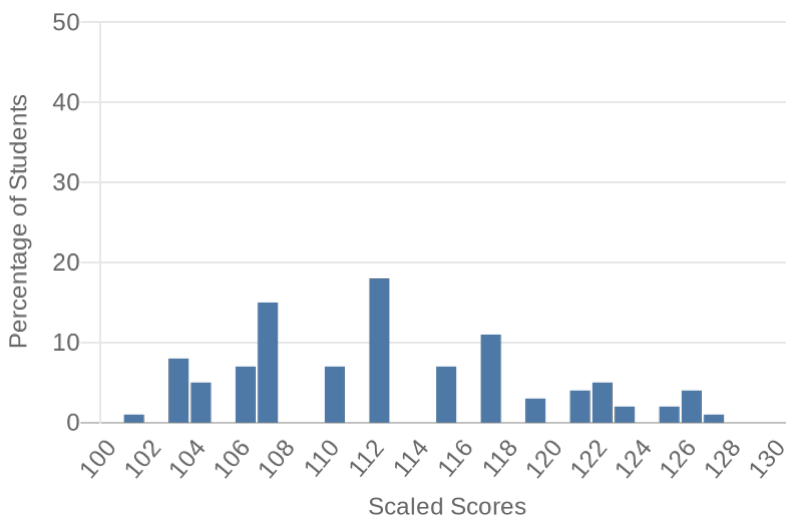


HUMANITIES

Mean Scaled Score:	114.49
Standard Deviation:	6.70
Confidence Interval*	113.99 - 114.99
25th Percentile:	109
50th Percentile:	113
75th Percentile:	120

Social Sciences (Scale of 100 to 130)

Distribution of Scores

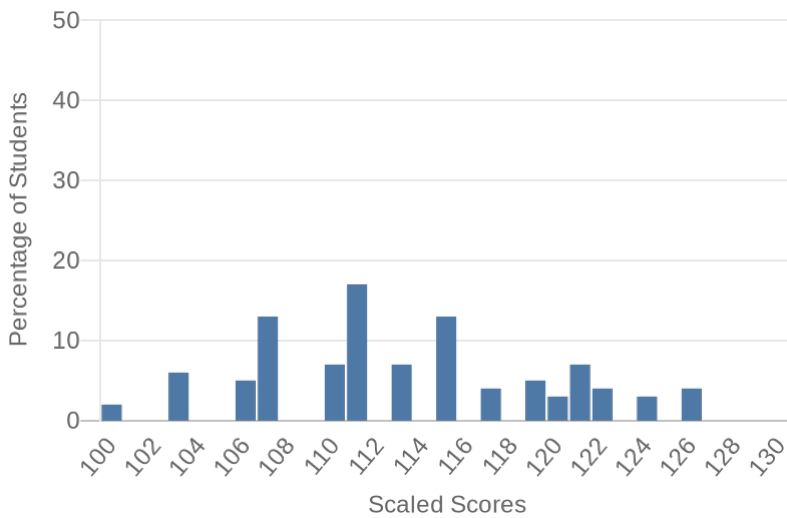


SOCIAL SCIENCES

Mean Scaled Score:	112.34
Standard Deviation:	6.87
Confidence Interval*	111.83 - 112.85
25th Percentile:	107
50th Percentile:	112
75th Percentile:	117

Natural Sciences (Scale of 100 to 130)

Distribution of Scores



NATURAL SCIENCES	
Mean Scaled Score:	113.08
Standard Deviation:	6.30
Confidence Interval*	112.61 - 113.55
25th Percentile:	107
50th Percentile:	111
75th Percentile:	119

To compare your institution's scores with the current national comparative data, go to the Proficiency Profile Comparative Data Guide on the web at <https://success.territorium.com/epp-comparative-data>

* Confidence limits show how certain we can be about the average test scores of the students who took the test. They are calculated based on the idea that the questions on the test are a small sample from a larger pool of possible questions measuring the same skills. Similarly, the group of students who took the test is considered a sample from a larger population of eligible students. The confidence limits consider two things that could affect the average score: the fact that only some students took the test, and that only certain questions were included. These limits show us the precision of the mean score of the students actually tested as an estimate of the "true population mean," the average score we would get if we could test all students in the larger group with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean.