



# The University of Georgia

Office of the Senior Vice President for Academic Affairs and Provost

## MEMORANDUM

February 12, 2003

TO: Fiona Liken  
FROM: Sue Achtemeier *Sue*  
SUBJECT: Interpretations of C-BASE scores

Attached is the report of UGAs C-BASE pilot test scores and the "Interpreting College BASE scores" page. The following few guidelines are excerpted from the interpretation page.

- Approximately 17 points represents a meaningful difference in averages.
  - This would suggest that five of the UGA average (mean) scores - English, Science, Social Studies, Writing, and Social Sciences - are meaningfully above those of the selected comparison group. Three scores - Mathematics, Algebra, and Science Fundamental Concepts - are not significantly above the comparator average score using this guideline.
  - UGAs composite score is significantly above the comparator composite score.
  
- UGAs reported standard deviation is higher in Mathematics than in the other three areas.



# INSTITUTIONAL SUMMARY REPORT



Institution: Cooperative Report for the University of Georgia  
 Location: Athens, Georgia  
 FICE No.: 081578  
 Test Date: January 2000 to the present  
 Test Form: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10  
 Number of complete tests: N/A  
 Number of incomplete tests: N/A  
 \*\* COLLEGE BASE 1:1 ENGL (7428), MATH (6973), SCII (6509), SOSI (6700), ANSWER BOOKLETS: 15914 \*\*



This INSTITUTIONAL SUMMARY REPORT presents aggregate scores for all examinees who took *College BASE* on the test date noted above and who indicated enrollment at your institution. Scores on *College BASE* are presented in two dimensions of achievement: four Subject Scores (English, mathematics, science, and social studies) and three Competency Scores (interpretive, strategic, and adaptive reasoning). Subject Scores show examinees' familiarity with traditional subject matter. For diagnostic purposes, the Subjects are divided into levels that become increasingly more specific: from Subjects to Clusters to Skills. Subject Scores, and the associated Cluster Scores, are reported on a scale ranging from 40 to 560, with an average being 300. Skill Scores are reported as High, Medium, or Low.

Competency Scores show examinees' capability in cognitive processing skills as they apply to all subjects, regardless of particular content. These scores are reported as High, Medium, or Low. The Composite Score (representing overall performance on the examination) is reported on the same 40-to-560 scale as the Subject Scores. For each *College BASE* scaled score, this INSTITUTIONAL SUMMARY REPORT displays the average score (representing the median) and a standard deviation (representing the range encompassing approximately 68 percent of the examinees' scores). For the *College BASE* Cluster Scores designated as High, Medium, or Low, this INSTITUTIONAL SUMMARY REPORT gives the number (and the corresponding percentage) of examinees who achieved a High rating (H), a Medium rating (M), and a Low rating (L). Please refer to your *Institutional Summary Report: Interpretive Guide* for more complete information.

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Subject Scores	ENGLISH	READING & LITERATURE	reading critically	reading analytically	understanding literature	WRITING	writing as a process	conventions of written English	writing exercise	
	Avg. S.D.	Avg. S.D.	H M L	H M L	H M L	Avg. S.D.	H M L	H M L	H M L	
	297 57	297 59	1702 4680 1646 23X 55X 22X	1908 4276 1244 26X 50X 17X	1922 3436 1670 26X 52X 22X	305 44	1793 4143 1492 24X 54X 20X	1310 5107 1003 10X 69X 14X	41 2606 347 1X 07X 11X	
	MATHEMATICS	GENERAL MATHEMATICS	practical applications	properties and notations	using statistics	ALGEBRA	evaluating expressions	equations & inequalities	GEOMETRY	
	Avg. S.D.	Avg. S.D.	H M L	H M L	H M L	Avg. S.D.	H M L	H M L	H M L	
	316 70	325 61	2591 3402 980 37X 50X 13X	2361 3965 647 34X 57X 9X	2512 3573 888 34X 51X 13X	325 62	2509 3695 769 34X 53X 11X	2175 4003 715 31X 59X 10X	312 72	
									2237 3406 1250 32X 50X 10X	
									1450 4069 1444 21X 54X 21X	
	SCIENCE	LABORATORY & FIELD WORK	observation/experimental design	laboratory/field techniques	interpreting results	FUNDAMENTAL CONCEPTS	life sciences	physical sciences		
	Avg. S.D.	Avg. S.D.	H M L	H M L	H M L	Avg. S.D.	H M L	H M L		
	309 69	311 63	1763 3574 1252 27X 54X 19X	1773 3067 929 27X 59X 14X	1934 3767 906 29X 57X 14X	310 62	1739 3434 1416 26X 52X 21X	2125 3354 1100 32X 51X 17X		
	SOCIAL STUDIES	HISTORY	significance of world events	significance of U.S. events		SOCIAL SCIENCES	geography	political/economic structures	social science procedures	
	Avg. S.D.	Avg. S.D.	H M L	H M L		Avg. S.D.	H M L	H M L	H M L	
	216 65	299 59	1197 4441 1042 10X 64X 14X	1443 3046 1211 25X 57X 10X		290 60	1577 3067 1256 24X 54X 19X	1074 3335 1491 20X 50X 22X	1739 3041 1120 26X 57X 17X	
COMPETENCY SCORES						COMPOSITE SCORE				
	INTERPRETIVE REASONING	STRATEGIC REASONING	ADAPTIVE REASONING							
	H M L	H M L	H M L							
	NO SCORE	NO SCORE	NO SCORE							
						305	This score is the average composite score achieved by this group of examinees.			

# INSTITUTIONAL SUMMARY REPORT



COLLEGE BASIC ACADEMIC SUBJECTS EXAMINATION

Institution: **University of Georgia**  
 Location: **Athens, GA 30602-0001**  
 FICE No.: **001558**  
 Test Date: **JANUARY 2003**  
 Test Form: **LN**  
 Number of complete tests: **612 ANSWER BOOKLETS**  
 Number of incomplete tests: **NOT APPLICABLE**  
 \*\* COLLEGE BASE 111 ENG1 1241, MATH 1221, SC11 1241, SOG1 1241 \*\*



College of Education - University of Georgia

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Competency Scores show examinees' capability in cognitive processing skills as they apply to all subjects, regardless of particular content. These scores are reported as High, Medium, or Low. The Composite Score (representing overall performance on the examination) is reported on the same 40-to-500 scale as the Subject Scores. For each *College BASE* scaled score, this INSTITUTIONAL SUMMARY REPORT displays the average score (representing the median) and a standard deviation (representing the range encompassing approximately 68 percent of the examinees' scores). For the *College BASE* Cluster Scores designated as High, Medium, or Low, this INSTITUTIONAL SUMMARY REPORT gives the number (and the corresponding percentage) of examinees who achieved a High rating (H), a Medium rating (M), and a Low rating (L). Please refer to your *Institutional Summary Report: Interpretive Guide* for more complete information.

ENGLISH		READING & LITERATURE		WRITING		ALGEBRA		GEOMETRY	
Avg. 328	S.D. 59	Avg. 117	S.D. 29	Avg. 331	S.D. 47	Avg. 340	S.D. 42	Avg. 508	S.D. 77
H	M	H	M	H	M	H	M	H	M
36	30	36	25	15	15	15	15	15	15
312	502	192	222	482	382	482	482	522	572
MATHMATICS		GENERAL MATHEMATICS		FUNDAMENTAL CONCEPTS		SOCIAL SCIENCES		HISTORY	
Avg. 331	S.D. 62	Avg. 182	S.D. 48	Avg. 319	S.D. 45	Avg. 331	S.D. 45	Avg. 331	S.D. 51
H	M	H	M	H	M	H	M	H	M
5	7	18	16	11	11	11	11	11	11
352	432	32	222	442	342	482	482	482	512
SCIENCE		LABORATORY & FIELD WORK		SOCIAL SCIENCES		HISTORY		ADAPTIVE REASONING	
Avg. 331	S.D. 53	Avg. 332	S.D. 52	Avg. 332	S.D. 52	Avg. 332	S.D. 52	Avg. 332	S.D. 52
H	M	H	M	H	M	H	M	H	M
7	7	16	16	11	11	11	11	11	11
352	402	52	242	442	342	482	482	482	512
SOCIAL STUDIES		HISTORY		COMPOSITE SCORE		COMPOSITE SCORE		COMPOSITE SCORE	
Avg. 338	S.D. 51	Avg. 333	S.D. 50	332		332		332	
H	M	H	M	This score is the average composite score achieved by this group of examinees.		This score is the average composite score achieved by this group of examinees.		This score is the average composite score achieved by this group of examinees.	
10	10	10	10						
242	442	42	412						

**Attachment 3**

**Recommendation from Subcommittee  
Concerning General Education Assessment**



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# The University of Georgia

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University Council  
Athens, Georgia 30602

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UNIVERSITY OF GEORGIA  
VP INSTRUCTION

## MEMORANDUM

**TO:** Dr. Delmer D. Dunn  
Vice President for Instruction

**FROM:** Dr. Jan M. Hathcote  
Chair, General Education Subcommittee

**DATE:** February 26, 2003

**SUBJECT** General Education Assessment

Attached is the response from the Subcommittee on General Education to SACS concerning General Education Assessment. The subcommittee recommends that the C-Base exam be administered by the Office of Institutional Effectiveness to juniors in the fall of every other year. The subcommittee will review the results and make recommendations based on the results.

cc: Dr. James E. Fletcher

## Response to SACS – General Education Assessment

After reviewing several assessment instruments and consulting with other institutions, the General Education Subcommittee determined that the College Basic Academic Subjects Examination, C-BASE, most nearly reflected the learning outcomes that it had identified for general education courses at UGA. Therefore, the Subcommittee decided to pilot test the C-BASE in spring 2003. Six hundred fourteen tests were administered, predominately to juniors, within a three-week period at the beginning of the semester. The Subcommittee has reviewed the institutional profile results provided by this pilot testing and formed its initial recommendations for incorporating those findings into evaluation of the general education curriculum.

The Subcommittee determined that the C-Base is a suitable test for assessing general education at the University. The results of the pilot test show the students at the University of Georgia are above average compared to fifteen comparable institutions. The Subcommittee is satisfied with the results and the appropriateness of the exam. The subcommittee recommends adopting the exam to be administered to students every other year in the fall. The results will be monitored by the Subcommittee of General Education. If the results fall behind comparable institutions, the subcommittee will assess general education course offerings.