University of Wisconsin-Green Bay
ASSESSMENT & TESTING SERVICES
Tel: (920) 465-2221 Fax: (920) 465-2430
E-mail: arendtl@uwgb.edu

Report of Results: UWGB Sophomore Assessment Program

1999-00

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UWGB
Sophomore Assessment
Program

1999-00 Academic Year

[with extended data analysis]

Prepared by
Lucy A. Arendt, Coordinator
Assessment and Testing Services

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Introduction

The UWGB Sophomore Assessment Program is currently in its ninth year. Since Spring 1991, more than eight thousand students (n = 8054) have completed the program. The purpose of the program is to provide students and the institution with feedback regarding how well students have developed specific academic skills at the completion of their sophomore year. The assessment program has three components: an Orientation Session, a three and one-half hour achievement test, and a Feedback Session.

The one hour Orientation and 90 minute Feedback Sessions are voluntary. The Orientation Session is designed to inform students about the assessment process, help motivate them to do well on the test, and answer questions about the program. Students are told how to interpret their test results and how their performance compares with their peers during the Feedback Sessions. They are also exposed to the idea of developing a portfolio and are given an opportunity to write an "Educational Action Plan" consisting of specific steps they can take to get started on this type of project.

The achievement test is the College BASE (College Basic Academic Subjects Examination), a commercially published, criterion-referenced test battery that measures twenty-two specific skills in English, mathematics, science and social studies with three different levels of reasoning competency.

The test includes 180 multiple-choice items. It provides 39 scores including a measure of proficiency in English, mathematics, science and social studies; nine subscores, called cluster scores, which represent proficiency in specific areas within each curricular area; 22 skill scores distributed throughout the subject areas; and three reasoning competency scores. (See Part II of the Appendix for a complete description of the skills.)

Interpretation of Scores

As a criterion-referenced examination, the items comprising the College BASE assess specific, clearly delineated content and skills. The criteria and proficiency levels for the skills are based on what a panel of experts agreed should be expected of students who have completed at least two years of college.

The College BASE provides two types of test results: ***numeric scores*** that range from 40 to 560 points with a mean of 300, and ***ratings*** that can be either High, Medium or Low. Numeric scores represent examinees' familiarity with traditional subject matter (e.g., mathematics) or how well they performed on a group of closely related skills (e.g., reading critically). Numeric scores that fall between 258 and 332 represent an adequate level of skill development and knowledge base. Scores above 332 represent highly developed skills and an extensive knowledge base. Scores below 257 suggest that skills are not well developed and/or that the subject matter knowledge is weak.

The proficiency level of UWGB students on each of the 22 curricular skills and 3 reasoning competencies is rated using a three-point scale. A "High" rating suggests that a student has thoroughly mastered a particular area or skill; students with adequate proficiency receive a "Medium" rating; and a "Low" rating suggests that proficiency levels are not adequate for students in the second half of their college careers.

Summary of Results

The following results show the overall performance of UWGB students in important areas of general education skill development. However, because the College BASE provides "criterion-referenced" scores, results are best interpreted at the individual student level. By design, the BASE test does not provide "norm-referenced" scores that would allow a comparison of student performance at UWGB with other institutions. Results shown are for the 1999-00.

During the 1999-00 academic year, 783 of UWGB's matriculated students who had earned between 54 and 72 credits completed the College BASE test. The voluntary orientation and Feedback Sessions were well attended during the academic year. Fifty-three percent of the eligible students participated in an Orientation Session and 37 percent participated in a Feedback Session. Overall, results suggest that UWGB students have well developed general education skills by the end of their sophomore year. Reasoning skills, assessed at three distinct levels, are also well developed for a significant majority of students.

Overall Performance on the College BASE
UWGB students did well on the College BASE in 1999-00. In each of the four subject areas the average group score was within the average range. Students performed best on the mathematics portion of the test (mean= 319) followed by the science (mean = 300), social studies (mean = 294), and English (mean = 294) portions. The mean Composite score (mean = 302) was average, and was consistent with Composite scores achieved by previous UWGB test-takers.

English
Reading & Literature Skills
BASE results show that most UWGB students can read college level material critically and analytically. However, the test did indicate that about one-quarter of the students (24 percent) had difficulty recognizing assumptions and implications, and evaluating ideas. In addition, 21 percent of the students had problems seeing relationships between form and content when reading a literary text, and about one-quarter (24%) of the students received a "Low" rating for their understanding of literature including different literary forms and historical contexts.

Writing Skills
Students displayed adequately developed writing skills. Writing skill ratings suggest that a significant majority of students understand the writing process and the conventions of written English, with very few receiving "low" scores. The low number of students receiving "high" scores for their understanding of the conventions of written English seems to correspond with faculty perceptions that students struggle to use proper "grammar" in their writing.

English Skill Ratings

		% Receiving Ratings		
Cluster	**Skill Area**	**High**	**Med**	**Low**
Reading and Literature	1. Reading Critically	21%	55%	24%
	2. Reading Analytically	24%	55%	21%
	3. Understanding Literature	20%	56%	24%
Writing	4. Writing as a Process	30%	52%	18%
	5. Conventions of Written English	13%	75%	12%

Mathematics

General Mathematics

In the general mathematics cluster, 88 percent of the students could use "mathematical techniques in the solution of real life problems"; 93 percent could effectively "use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision"; and 87 percent could "use the techniques of statistical reasoning and recognize common misuses of statistics."

Algebra

On the algebra portion of the test, almost nine of 10 students could "evaluate algebraic and numerical expressions" (38% received a "High" rating, 50% a "Medium" rating) and "solve equations and inequalities" (26% received a "High" rating, 61% a "Medium" rating).

Geometry

The geometry cluster had the fewest "High" ratings. Thirty-one percent received a "High" rating for their ability to "recognize two- and three- dimensional figures and their properties." About one-fourth (23%) of the students received a "High" rating for their ability to "use the properties of two- and three-dimensional figures to perform geometrical calculations."

Mathematics Skill Ratings

		% Receiving Ratings		
Cluster	**Skill Area**	**High**	**Med**	**Low**
General Mathematics	6. Practical Applications	37%	51%	12%
	7. Properties and Notations	32%	61%	7%
	8. Using Statistics	31%	56%	13%
Algebra	9. Evaluating Expressions	38%	50%	12%
	10. Equations and Inequalities	26%	61%	13%
Geometry	11. 2 and 3 Dimensional Figures	31%	52%	17%
	12. Geometrical Calculations	23%	60%	17%

Science

Laboratory & Field Work

Eighty-one percent of the students tested had a good understanding of how observation and experimentation relate to the development of scientific theories; 82 percent could recognize

appropriate procedures for gathering scientific information; and 79 percent were able to interpret and express the results of observation and experimentation.

Fundamental Concepts
About one-fourth (24-28%) of the students had a very good understanding of the fundamental concepts, principles, and theories of the life sciences and physical sciences. A nearly equal percentage of students received a "Low" rating in these areas (25-21%), a somewhat surprising result given the institution's emphasis on the sciences.

Science Skill Ratings

		% Receiving Ratings		
Cluster	**Skill Area**	**High**	**Med**	**Low**
Laboratory & Field Work	13. Observation/Experimental Design	24%	57%	19%
	14. Lab/Field techniques	26%	56%	18%
	15. Interpreting Results	26%	53%	21%
Fundamental Concepts	16. Life Sciences	24%	51%	25%
	17. Physical Sciences	28%	51%	21%

Social Studies
History
Results for 1999-00 show that 78 to 86 percent of the students tested have "medium" to "high" levels of knowledge about the significance of world and U.S. events. While students did better on the questions relating to world events, the overall results suggest an average appreciation for current events, regardless of their genesis.

Social Studies
Students did best in the skill area involving recognition of basic features and concepts of world geography, with nine of ten students (89%) receiving a "Medium" or "High" rating. About one-fourth (26%) received a "High" rating for their recognition of "appropriate investigative and interpretive procedures in the social sciences." The largest percentage of "Low" ratings (29%) was in the area assessing recognition of basic features and concepts of the world's political and economic structures.

Social Studies Skill Ratings

		% Receiving Ratings		
Cluster	**Skill Area**	**High**	**Med**	**Low**
History	18. Significance of World Events	16%	70%	14%
	19. Significance of U. S. Events	20%	58%	22%
Social Sciences	20. Geography	26%	63%	11%
	21. Political & Economic Structures	20%	51%	29%
	22. Social Science Procedures	26%	52%	22%

Reasoning Competencies

Students did best in the skill area involving recognition of basic features and concepts of world geography, with nine of ten students (89%) receiving a "Medium" or "High" rating. About one-fourth (26%) received a "High" rating for their recognition of "appropriate investigative and interpretive procedures in the social sciences." The largest percentage of "Low" ratings (29%) was in the area assessing recognition of basic features and concepts of the world's political and economic structures.

Student Performance by Type of Major

As a group, students with majors in the natural sciences had the highest mean Composite Score and students with fine arts majors had the lowest. With a score of 300 representing adequately developed skills, the mean composite score for each of four types of majors was: fine arts, 283; humanities, 303; natural sciences, 320; professional studies, 298; and social sciences, 296.

Factors Affecting Test Performance

Ninety-two percent of students (697 of 760) used 76 or more minutes to work on the multiple-choice portion of the exam (the minimum required time is 70 minutes). Generally, the more time students spent on the test, the higher their scores. The only exception to this occurred when some students who spent 151-180 minutes on the test received lower scores than students who took 121-150 minutes on the test (180 minutes is the maximum time allowed).

Students who attended a Feedback Session completed surveys in which they self-reported on several aspects of the testing experience. One question asked students to identify the extent to which they agreed with the statement, "When taking the College BASE test I put forth my best effort." Seventy-five percent of the students responding (218 of 292) agreed or strongly agreed that they had put forth their best effort. Only 28 respondents (10%) disagreed or strongly disagreed with the statement.

Included on the same survey were questions relating to the intrinsic and extrinsic incentives associated with the test. Of the eight potential motivators listed, the "opportunity to receive a credit" and "personal satisfaction" were the most significant factors influencing student test performance. Seventy-one percent rated the credit as "Very Much" a factor and 52 percent said that personal satisfaction was "Very Much" a factor. Awareness that the test addressed important areas of knowledge and skill was "very much" a motivating factor for 42 percent of the participants. The congratulatory "letter from the Provost" was cited as a very important incentive by 33 percent of the students. The factors least likely to influence students' motivation were "having results sent to major advisor" and the "Orientation Session" (35% and 21% of the students, respectively, said these factors did not motivate them at all).

Student Perceptions of the Experience

Thirty-three percent of the students attending a Feedback Session (97 of 292) reported that it had been "very worthwhile" for them to participate in the Sophomore Assessment Program. Another 64 percent (187 of 292) reported that the experience had been "somewhat worthwhile." Regarding the Feedback Sessions alone, 83 percent of those attending rated the Feedback Sessions as "Good" or "Excellent."

Dissemination and Use of Results

Information obtained through the UWGB Sophomore Assessment Program is used in several ways by individual students and the institution. First, students receive feedback regarding their performance from an individual score report which includes thirty-nine (39) different pieces of information. All students, through a brochure, are encouraged to study their results carefully, consult with their faculty advisors, and take some constructive steps to shore-up areas that may need improvement. In addition, students are asked to attend a voluntary orientation and Feedback Session. During 1999-00, about half (53 percent) of the students took advantage of an Orientation Session and about one-third (37 percent) of the students attended a Feedback Session.

Second, because the test publisher provides information about student performance individually and in the aggregate at several different levels, the results are used "diagnostically" by the institution as a whole and by individual academic units. A copy of this report is sent to the Provost and Vice Chancellor, academic deans, chairs of the General Education Council and Academic Affairs Council and the director of Institutional Research. Individualized reports by student major *[without extended data analysis]* are available upon request. Finally, individual test scores are included in the institutional database to allow for additional analysis of the information by various factors such as major, grade point average, courses completed, and the like.

Additional Results

The balance of this report consists of a two-part Appendix. Part I consists of several tables that provide a detailed summary of test results. A complete listing of tables can be found on the first page of the Appendix. Part II of the Appendix is a detailed description of the proficiencies measured by the College BASE.

Appendix

Part I: Tabular Summary of Results

Table 1. Background Characteristics of Students Completing College BASE
Table 2. Students Completing College BASE by Major Category
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Part II: Proficiencies Measured by the College BASE

Part I: Tabular Summary of Results

Table 1. Background Characteristics of Students Completing College BASE
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

Category	n	%	Category	n	%
Race			**Sex**		
Asian	25	3.3%	Male	264	33.7%
Black	7	0.9%	Female	519	66.3%
Caucasian	716	93.1%		783	100.0%
Hispanic	4	0.5%			
American Indian	8	1.0%	**Age**		
Not Given	9	1.2%	18 to 19	64	8.2%
	769	100.0%	20 to 21	541	69.1%
Transfer Student			22 to 25	91	11.6%
UW College	74	9.5%	26 to 29	33	4.2%
UW Four Year	78	10.0%	30 to 33	18	2.3%
Other College	54	7.0%	34 to 37	13	1.7%
VTAE	68	8.8%	38 to 41	8	1.0%
Did Not Transfer	503	64.7%	42 +	15	1.9%
	777	100.0%		783	100.0%

Table 2. Students Completing College BASE by Major Category
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

Category	%	n
Fine Arts	6%	43
Humanities	11%	89
Natural Sciences	20%	156
Professional Studies	33%	258
Social Sciences	18%	144
Pre-majors/Undeclared	12%	93
	100%	783

Table 3. Major Field of Study - Students Completing College BASE
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

Area	Major	*n*	Percent
(P)	Accounting	23	3.0%
(F)	Art	17	2.2%
(P)	Bellin Nursing Program	7	0.9%
(N)	Biology	16	2.1%
(P)	Business Administration	114	15.0%
(N)	Chemistry	7	0.9%
(F)	Communication & the Arts	15	2.0%
(S)	Communication Processes	7	0.9%
(N)	Computer Science	27	3.6%
(N)	Earth Science	4	0.5%
(S)	Economics	3	0.4%
(P)	Elementary Education	32	4.2%
(H)	English	16	2.1%
(S)	Environmental Policy & Planning	7	0.9%
(N)	Environmental Sciences	27	3.6%
(H)	French	5	0.7%
(H)	German	7	0.9%
(H)	History	22	2.9%
(N)	Human Biology	55	7.2%
(S)	Human Development	43	5.7%
(H)	Humanistic Studies	14	1.8%
(N)	Information Sciences	8	1.1%
(N)	Mathematics	10	1.3%
(F)	Music & Applied Music	7	0.9%
(P)	Nursing	12	1.6%
(H)	Philosophy	4	0.5%
(S)	Political Science	14	1.8%
(S)	Psychology	36	4.7%
(S)	Public Administration	11	1.4%
(S)	Social Change & Development	17	2.2%
(P)	Social Work	17	2.2%
(H)	Spanish	7	0.9%
(F)	Theatre	4	0.5%
(S)	Urban & Regional Studies	9	1.2%
(P)	Pre-Accounting and Business Administration	32	4.2%
(P)	Pre-Elementary Education	49	6.5%
(P)	Other Pre-Programs	17	2.2%
(O)	Undecided, Other	37	4.9%
		759	99.60%

F=Fine Arts; H=Humanities; N=Natural Sciences; P=Professional Studies; S=Social Sciences; O=Other

Table 4. College BASE Subject and Cluster Scores
(Means, Standard Deviations and Range)
1999-00 Academic Year

Subject/Cluster	n	mean	SD	Range
Composite Score	782	302	53	155-432
English Subject	783	294	59	106-439
Reading and Literature	783	290	63	98-444
Writing	783	303	48	157-401
Mathematics Subject	782	319	69	111-484
General Mathematics	782	321	59	145-440
Algebra	782	312	63	135-403
Geometry	782	313	73	144-423
Science Subject	783	300	71	114-453
Laboratory and Field Work	783	302	63	105-435
Fundamental Concepts	783	296	69	110-413
Social Studies Subject	783	294	63	125-467
History	783	296	58	156-423
Social Sciences	783	294	60	121-440
Reasoning Competencies	782	321	65	137-472
Interpretive	782	306	64	125-482
Strategic	782	296	68	100-449
Adaptive				

Table 5. College BASE Skill and Reasoning Competency Scores
(Percentage Distribution)
Highest to Lowest Percentage of "High" Ratings
Fall 1999 and Spring 2000 Combined
(*n*=783)

#[1]	Description	Subject	% High	% Medium	% Low	% High + Medium
9	Evaluating Expressions	Math	38	50	12	88
6	Practical Applications	Math	37	51	12	88
7	Properties & Notations	Math	32	60	8	92
8	Using Statistics	Math	31	56	13	87
11	2 & 3 Dimensional Figures	Math	31	52	17	83
4	Writing as a Process	English	30	52	18	82
17	Physical Sciences	Science	28	50	22	78
20	Geography	Soc St	26	63	11	89
10	Equations & Inequalities	Math	26	60	14	86
14	Lab/Field Techniques	Science	26	56	18	82
15	Interpreting Results	Science	26	53	21	79
22	Social Science Procedures	Soc St	26	51	23	77
13	Observation/Experimental Design	Science	24	57	19	81
2	Reading Analytically	English	24	55	21	79
16	Life Sciences	Science	24	51	25	75
12	Geometrical Calculations	Math	23	60	17	83
1	Reading Critically	English	21	55	24	76
19	Significance of U.S. Events	Soc St	20	58	22	78
3	Understanding Literature	English	20	56	24	76
21	Political/Economic Structures	Soc St	20	51	29	71
18	Significance of World Events	Soc St	16	70	14	86
5	Conventions of Written English	English	13	75	12	88
	Average Percentage		**24.43**	**54**	**17.22**	**78.43**
	Reasoning Competencies					
23	Interpretive		47	46	7	93
24	Strategic		24	61	15	85
25	Adaptive		17	52	31	69

[1] These numbers correspond to the BASE competencies described in Part II of the Appendix.

Table 6. College BASE Subject Scores by Major
(Mean Scores)
Fall 1999 and Spring 2000 Combined

Major	*n*	Composite Mean	English Mean	Math Mean	Science Mean	Soc Studies Mean
Accounting	23	329	322	370	324	298
Art	17	283	298	266	280	289
Biology	16	328	300	358	355	299
Business	114	301	286	333	293	292
Chemistry	7	359	310	404	379	343
Communication & the Arts	15	269	281	270	267	258
Communication Processes	7	267	270	287	250	261
Computer Science	27	319	287	358	322	310
Earth Science	3	275	230	298	265	228
Economics	3	327	281	375	346	305
Education, Elementary	32	309	316	326	300	295
Engineering	6	356	310	385	394	334
English	16	313	328	305	291	328
Environmental Planning	7	324	338	334	303	322
Environmental Science	27	311	275	328	335	303
French	5	287	320	293	277	257
Geography	1	345	384	297	321	378
German	7	325	306	336	307	350
History	22	319	310	296	314	355
Human Biology	55	322	296	350	345	297
Human Development	43	284	295	301	272	269
Humanistic Studies	14	301	316	281	289	316
Information Sciences	8	320	296	366	310	310
Mathematics	10	305	268	360	301	289
Music	7	309	304	318	314	302
Nursing	12	289	290	279	308	280
Nutritional Science	2	343	337	372	395	268
Philosophy	4	302	291	312	273	330
Political Science	14	305	308	290	283	338
Psychology	36	308	305	329	309	287
Public Administration	11	287	290	286	278	294
Social Change	17	297	297	299	287	307
Social Work	17	284	273	293	283	285
Spanish	7	304	322	303	304	285
Theatre	4	285	287	270	280	303
Urban & Regional Studies	9	265	249	281	266	263

Table 7. College BASE Subject Scores for Majors with 20+ Students Completing College BASE
(Mean Scores and Rank[1])
Fall 1999 and Spring 2000 Combined

Major		Composite		English		Math		Science		Soc Studies	
	n	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Accounting	23	329	1	322	1	370	1	324	3	298	4
Business	114	301	8	286	8	333	4	293	8	292	7
Computer Science	27	319	3	287	7	358	2	322	4	310	2
Education, Elementary	32	309	6	316	2	326	7	300	7	295	6
Environmental Science	27	311	5	275	9	328	6	335	2	303	3
History	22	319	4	310	3	296	9	314	5	355	1
Human Biology	55	322	2	296	5	350	3	345	1	297	5
Human Development	43	284	9	295	6	301	8	272	9	269	9
Psychology	36	308	7	305	4	329	5	309	6	287	8

[1] Ranks are based on 9 majors that had twenty or more students completing College BASE during the 1999-2000 academic year.

Table 8. College BASE Subject Scores: Mean Scores for Five Groups of Majors
Fall 1999 and Spring 2000 Combined

Majors	n[1]	Composite	English	Math	Science	Social Studies
Fine Arts	43	283	292	276	281	281
Humanities	89	303	308	295	291	316
Natural Sciences	156	320	289	351	336	301
Professional	258	298	289	327	290	286
Studies	144	296	298	307	288	290
Social Sciences						

[1] Represents the number of students with a declared major in each category.

Table 9. Time Spent on Multiple-Choice Portion of College BASE[1]
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

Time Used	n	Percent
0-75 minutes	61	8%
76-90 minutes	49	6%
91-120 minutes	176	24%
121-150 minutes	254	34%
151-180 minutes	210	28%
	750	100%

[1] Students must spend at least 70 but not more than 180 minutes on the multiple-choice portion.

Table 10. College BASE Subject and Cluster Scores by Test Completion Time[1]
(Mean Scores)
Fall 1999 and Spring 2000 Combined

Subject/Cluster Areas	Amount of Time (Minutes)				
	0-75	76-90	91-120	121-150	151-180
Composite Score	234	253	295	319	321
English	228	257	292	307	307
Reading & Literature	214	246	287	305	306
Writing	278	291	304	308	306
Mathematics	248	254	310	340	340
General Mathematics	275	290	312	332	337
Algebra	256	245	306	329	329
Geometry	235	249	304	334	333
Science	212	231	290	323	327
Laboratory & Field Work	238	244	290	320	325
Fundamental Concepts	204	237	292	318	320
Social Studies	249	264	287	307	307
History	268	279	292	305	301
Social Sciences	243	256	285	306	311
Number of Students	61	49	176	254	210

[1] Students must spend at least 70 but not more than 180 minutes on the multiple-choice portion.

Table 11. College BASE Subject and Cluster Scores by Transfer Status
(Mean Scores)
Fall 1999 and Spring 2000 Combined

Subject/Cluster Areas	Transfer Status				
	UW Colleges	UW 4 Year	Other College	VTAE	Freshman Entry
Composite Score	289	304	301	291	305
English	281	304	292	297	294
Reading & Literature	280	303	287	296	289
Writing	292	304	303	300	304
Mathematics	305	327	320	285	324
General Mathematics	313	326	318	299	325
Algebra	297	319	307	282	316
Geometry	302	319	321	281	316
Science	278	301	306	291	304
Laboratory & Field Work	287	306	301	292	305
Fundamental Concepts	272	292	309	293	300
Social Studies	289	286	286	290	298
History	291	284	287	292	300
Social Sciences	290	292	288	291	296
Number of Students	74	78	68	54	503

Table 12. Orientation and Feedback Session Attendance
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

	Attendance	
	n	% of Total
Orientation	416	53%
Feedback	292	37%

[1] Percentages based on 783 students who completed the College BASE.

Table 13. Factors Motivating Test Performance
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

Factor	*n*	Extent of Motivation		
		Very Much	A Little	Not At All
Orientation Session	290	18%	61%	21%
Opportunity to receive credit	291	71%	26%	3%
Transcript notation	292	33%	49%	18%
Letter from Provost	291	33%	47%	20%
Results to major advisor	291	13%	52%	35%
Areas tested important	290	42%	47%	11%
Personal satisfaction	292	52%	43%	5%
Desire to score better than others	292	21%	48%	31%

Table 14. Orientation and Feedback Sessions: Student Ratings of Overall Quality
(Percentage Distribution)
Fall 1999 and Spring 2000 Combined

Rating Category	Orientation Session		Feedback Session	
	n	%	n	%
Excellent	143	35%	56	19%
Good	245	59%	185	64%
Fair	26	6%	45	16%
Poor			3	1%

Part II: Proficiencies Measured by the College BASE

The College BASE measures proficiencies in English, mathematics, science, social studies and three cognitive competencies: interpretive reasoning, strategic reasoning and adaptive reasoning. The specific skills and factual knowledge in the four curricular areas are defined by twenty-two proficiency statements. The twenty-two proficiencies assessed are as follows:

English

1. Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas.
2. Read a literary text analytically, seeing relationships between form and content.
3. Understand a range of literature, rich in quality and representative of different literary forms and historical contexts.
4. Understand the various elements of the writing process, including collecting information regarding formulation of ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.
5. Use the conventions of standard written English.

Mathematics

6. Use mathematical techniques in the solution of real-life problems.
7. Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision.
8. Use the techniques of statistical reasoning and recognize common misuses of statistics.
9. Evaluate algebraic and numerical expressions.
10. Solve equations and inequalities.
11. Recognize two- and three-dimensional figures and their properties.
12. Use the properties of two- and three-dimensional figures to perform geometrical calculations.

Science

13. Recognize the role of observation and experimentation in the development of scientific theories.
14. Recognize appropriate procedures for gathering scientific information through laboratory and field work.
15. Interpret and express the results of observation and experimentation.
16. Understand the fundamental concepts, principles, and theories of the life sciences.
17. Understand the fundamental concepts, principles, and the theories of the physical sciences.

Social Studies

18. Recognize the chronology and significance of major events and movements in world history.
19. Recognize the chronology and significance of major events and movements in United States history.
20. Recognize basic features and concepts of world geography.
21. Recognize basic features and concepts of the world's political and economic structures.

22. Recognize appropriate investigative and interpretive procedures in the social sciences.

Reasoning Competencies

23. *Interpretive Reasoning* is a cognitive process by which we translate information, either remembered or immediately observed, into meaningful terms. Typically, this is accomplished by such activities as paraphrasing, summarizing, or explaining the meaning of particular information.
24. *Strategic Reasoning* establishes boundaries for information through definition, comparison, classification, and analysis. These boundaries lead to inferences or deductions and reveal relationships lying beneath the surface meaning.
25. *Adaptive Reasoning* involves the ability to synthesize new rules or theories, to hypothesize a means of testing a proposition, to predict the outcome of causal relationships, or express judgments of value, merit or worth.