



National Association of State Boards of Geology

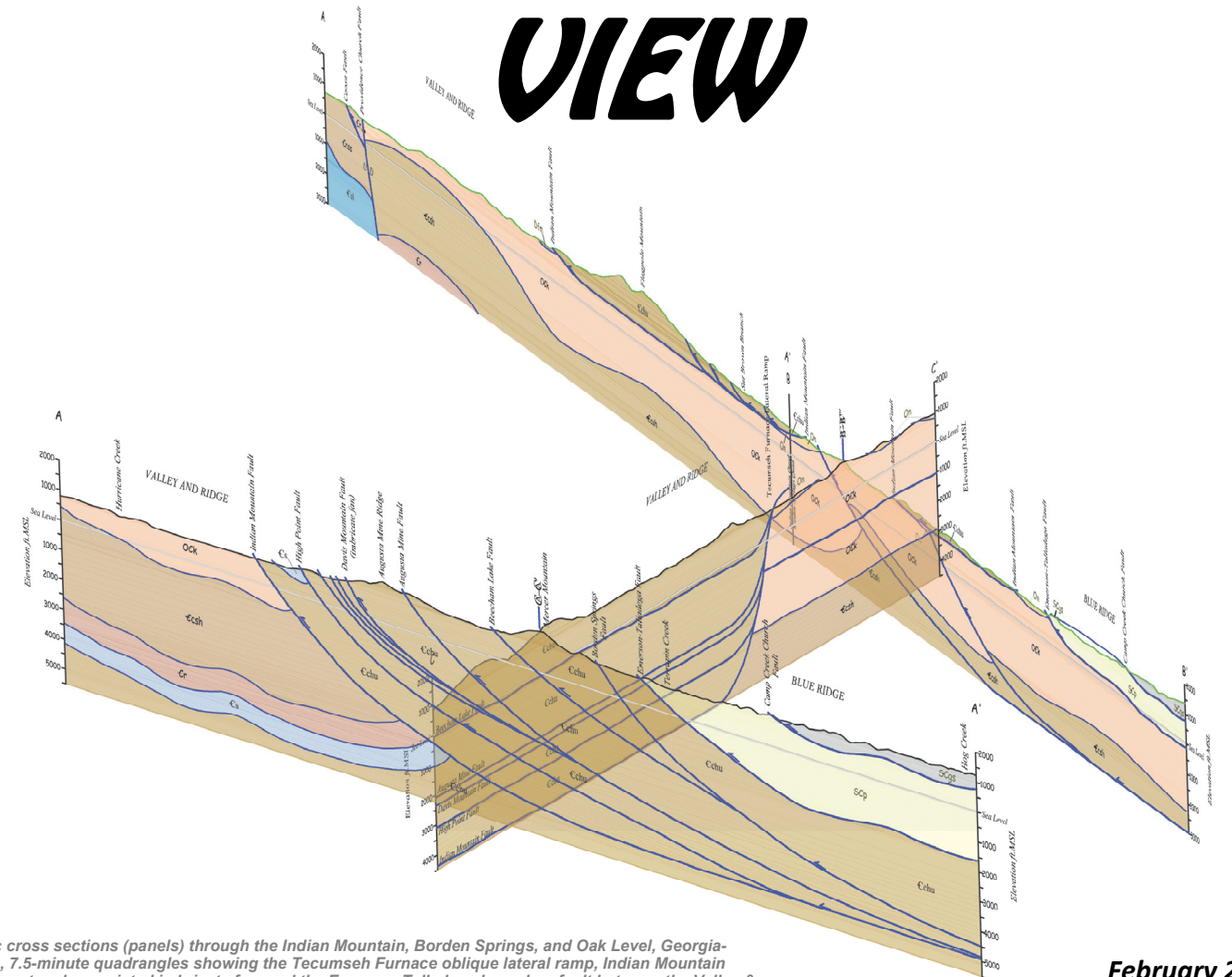
ASBOG®

The National Association of State Boards of Geology

A CROSS SECTIONAL VIEW

National Association of State Boards of Geology

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This document was compiled and edited by Dr. Randy Kath, P.G., ASBOG® Past President and Director of the Academic Assessment program.

Geologic cross sections (panels) through the Indian Mountain, Borden Springs, and Oak Level, Georgia-Alabama, 7.5-minute quadrangles showing the Tecumseh Furnace oblique lateral ramp, Indian Mountain frontal thrust and associated imbricate fan, and the Emerson-Talladega boundary fault between the Valley and Ridge and Blue Ridge. Courtesy of Dr. Randy Kath, P.G., ASBOG® Past President.

February 2020

From the President

ASBOG® continues to work diligently on the organizations' four major goals: 1) increase attendance and diversity of participants at the Council of Examiners (COE) Workshops; 2) better align ASBOG® with other organizations within the geosciences community; 3) increase participation in FG and PG examinations; and 4) continue to improve communications with, and between, our Member Boards. To this end, we are pleased to introduce the 3rd edition of *A Cross Sectional View*, an ASBOG® publication that captures statistical data related to exam development, administration and performance. This publication presents an annual snapshot of accomplishments of the ASBOG® organization illustrating its basis, mission, member boards, and related demographics. It is our goal for *A Cross Sectional View* to provide our Member Boards a better understanding of the trends in licensure and health of the organization.

This year's ASBOG® annual meeting and COE workshop is being held in Madison, Wisconsin, bringing ASBOG® back to America's Dairyland after 23 years. If you're a Member at Large (MAL) or State Board Member (MBR) who hasn't participated in the COE workshop for a while, consider joining us in Madison. If you're a licensed/registered Geologist who's been thinking about participating, please contact ASBOG® for more information about how you can get involved. And to all of the individuals and Member Boards that have contributed to the success of ASBOG® over the years, your efforts and support *are very much appreciated*. Thank you.



Brenda Halminiak, P.G.

2020 ASBOG® President

Statement

The Mission of the National Association of State Boards of Geology (ASBOG®) is to serve as a connective link for the individual state geologic registration licensing boards for the planning and preparation of uniform procedures and the coordination of geologic protective measures for the general public. One of ASBOG®'s principal services is to develop standardized written examinations for determining qualifications of applicants seeking licensure as professional geologists. Examination candidates are provided with a copy of the Professional Geologists Candidate Handbook which delineates the format and outline for the examination.

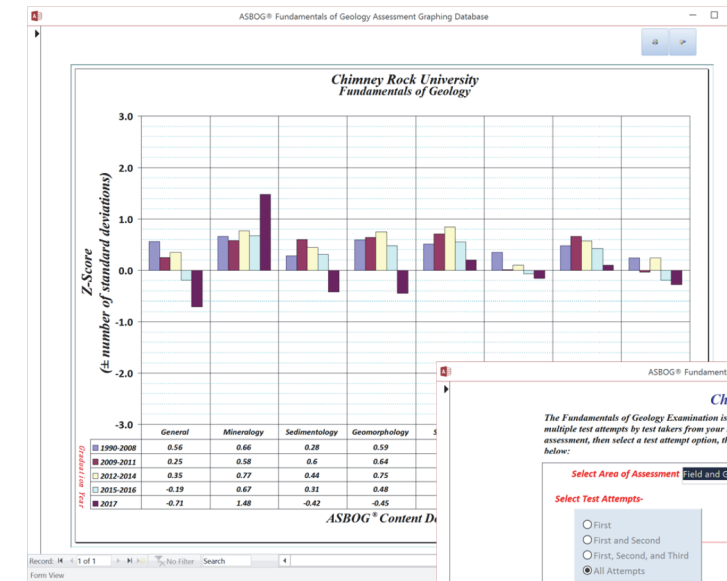
ASBOG® administers the Fundamentals of Geology (FG) and Practice of Geology (PG) Examinations twice each year. The FG and PG examinations were developed to evaluate common knowledge and skills related to the practice of geology. The FG examination emphasizes knowledge and skills that are typically emphasized in undergraduate academic programs, and the PG examination emphasizes skills and knowledge acquired and expanded in a practice or job setting. Participating states administer each "closed-book" examination during a four-hour period. Both examinations are constructed using a four-option multiple choice form, and the FG and PG examina-

tions contain approximately 140 and 110 items, respectively.

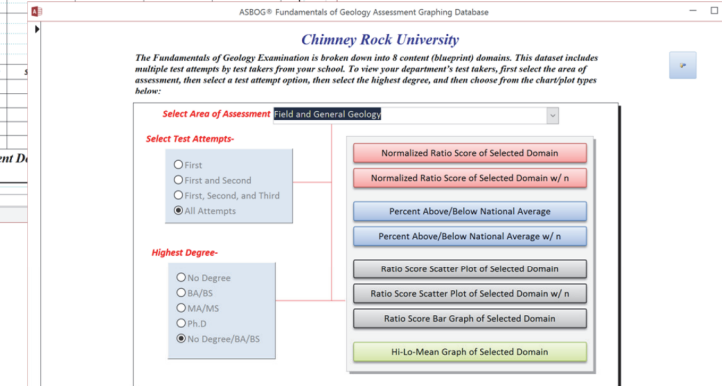
Both examinations are based on the results of periodic task analysis surveys (TAS) that are designed to evaluate the current geologic practice. Task analysis surveys have been performed every five years since 1995 by collecting data from a random sampling of licensed geologists from each of the ASBOG® member states. The results of all five task analysis studies indicate a high degree of consistency in the practice of Geology throughout the United States and Canada, thereby establishing a sound basis for the development of examinations that are fair to candidates from all regions of the country.

Geologic tasks were rated by both practicing geologists and academicians in terms of the importance of the specific tasks to protection of the public, and the results of the survey were utilized to create test blueprints for both examinations that temporally and geographically reflect the practice of the profession. The eight (8) established Content Domains for the FG and PG Test Blueprints are listed in the Candidate Handbook.

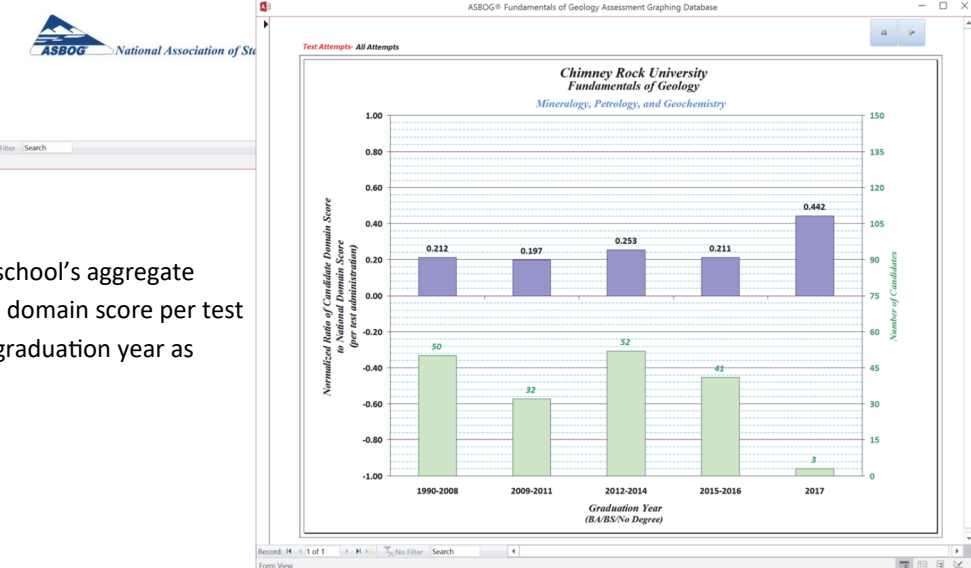
ASBOG® | Curriculum Performance Assessment Tool (CPAT)



Z-Scores (left) can be used to show the statistical performance of candidates that are grouped by graduation year. Scores above zero indicate the number of standard deviations above the national mean, whereas scores below zero indicate the number of standard deviations below the national mean.

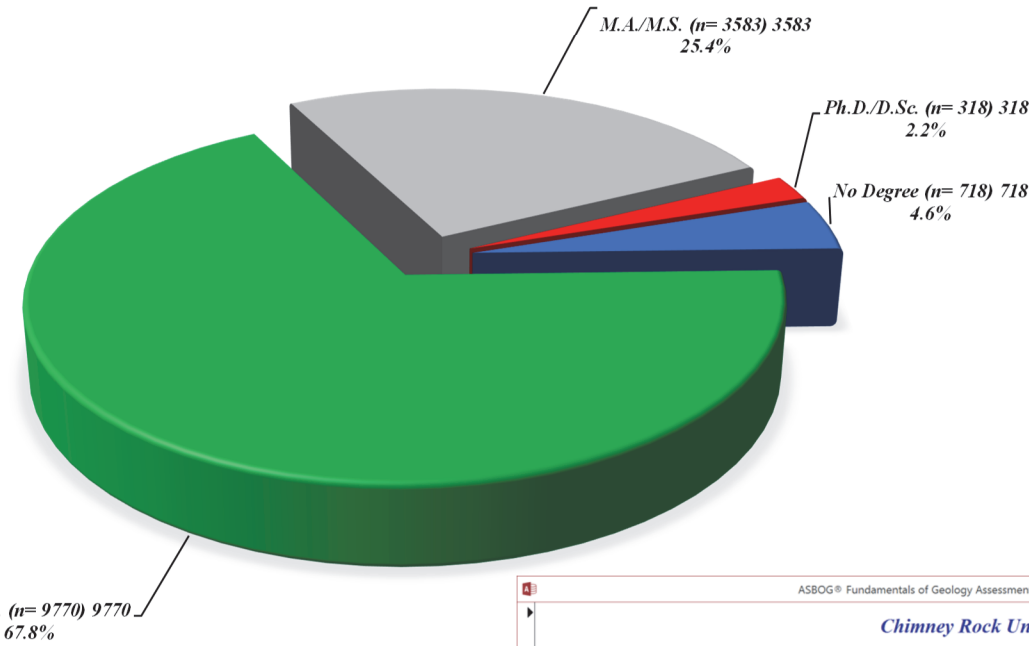


The Fundamentals of Geology examination is broken into eight content domains. CPAT allows for a detailed evaluation of domain-specific performance for a department by using different statistical evaluation plots based on user selected variables (left).



Normalized ratio plots allow comparison of a school's aggregate domain-specific scores relative to the national domain score per test administration (right). These are grouped by graduation year as shown.

ASBOG® | Curriculum Performance Assessment Tool (CPAT)

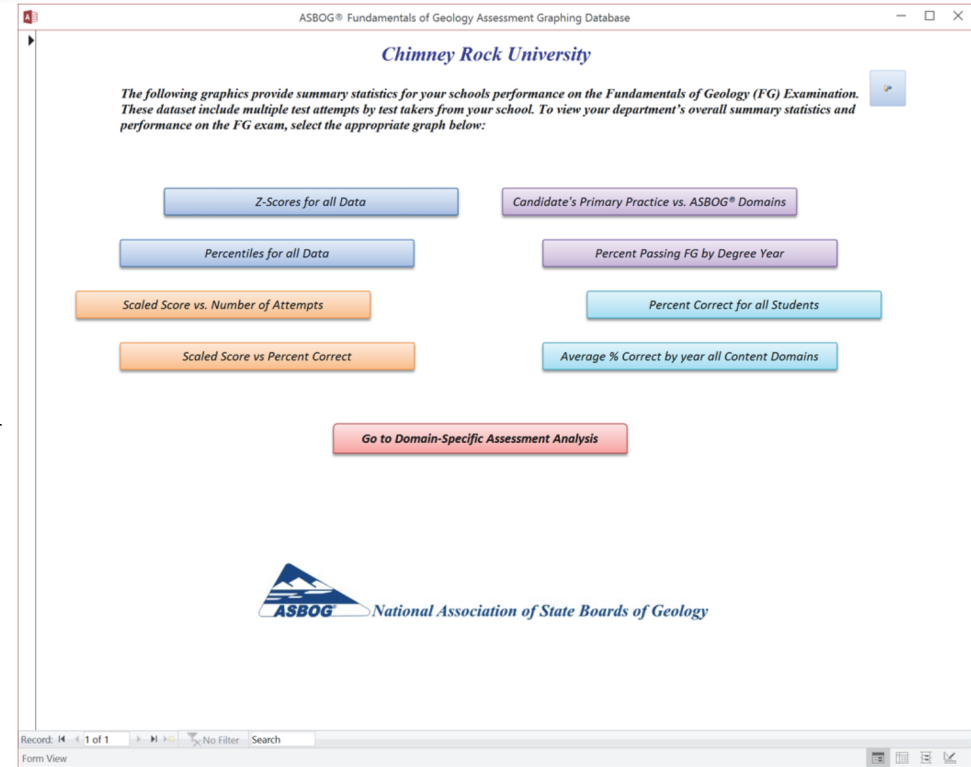


More than 70% of all candidates taking the Fundamentals of Geology examination are graduating seniors (no degree) and/or B.A./B.S. graduates; allowing for the use of this national examination for undergraduate program review, program modification and curriculum assessment.

As an example, Chimney Rock University (fictitious) contains more than 10 examinations in the CPAT database; therefore, it is statistically valid for CPAT to compare the candidates performance on the Fundamentals of Geology examination to the national examination performance.

The main CPAT menu (right) provides summary statistics for the school's performance relative to the national average. Z-Scores, Percentiles, Percent Passing by Degree Year and other data are available.

CPAT



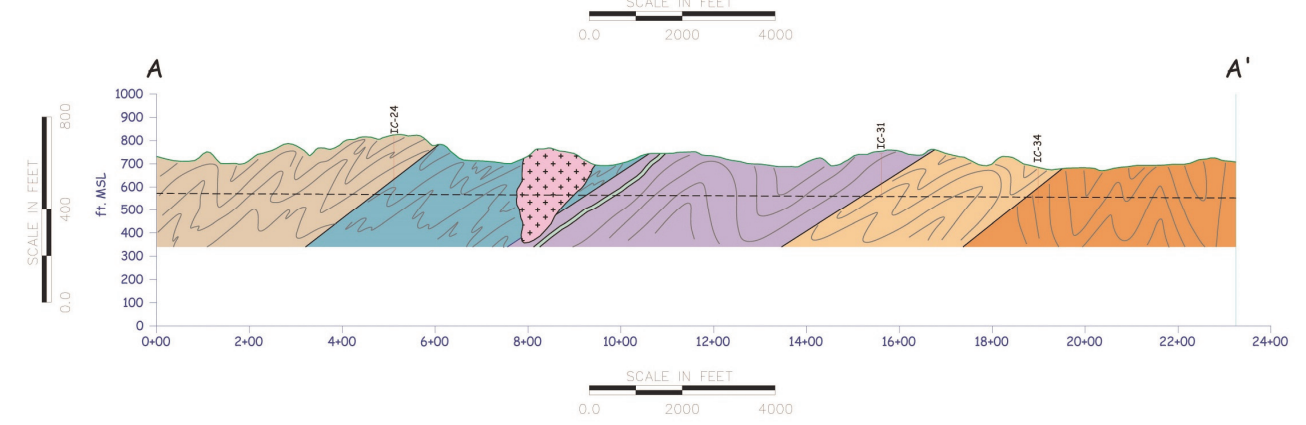
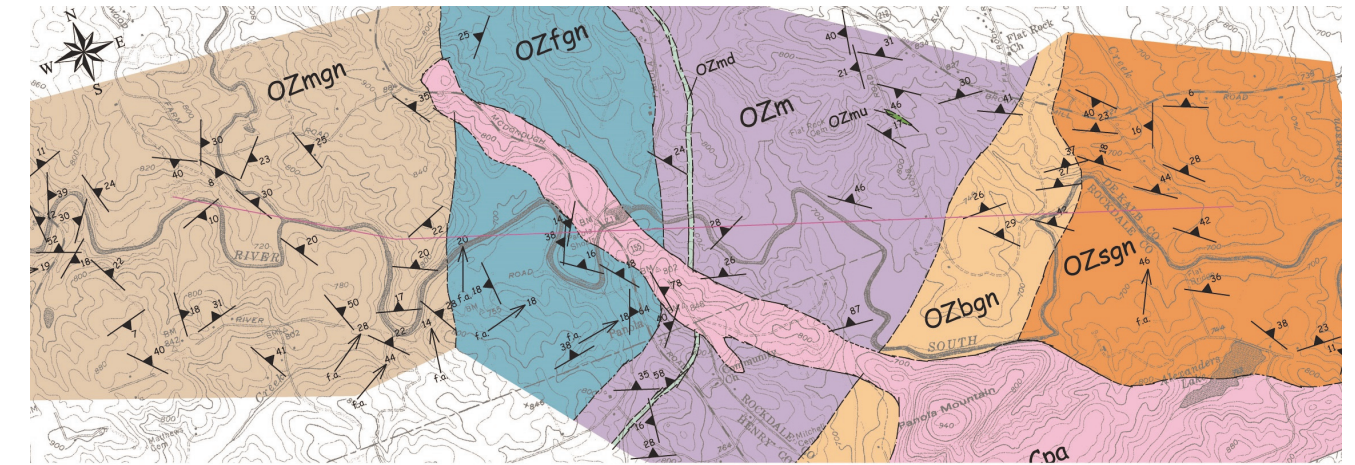
What is a geologic cross section?

A geological cross section is a graphical representation of a vertical slice through the earth used to clarify or interpret geological relationships with or without accompanying maps.

There are two major classes of cross sections:

- ◆ Structural cross section, which shows the present day geometry of an area;
- ◆ Stratigraphic cross section, which shows the prior geometric relationships by adjusting the elevation of geological units to some chosen geological horizon.

There are other variations of cross sections, the most common being a balanced cross section (a combination of structural and stratigraphic cross sections), that attempts to portray the form of geological units prior to some episode of structural deformation.



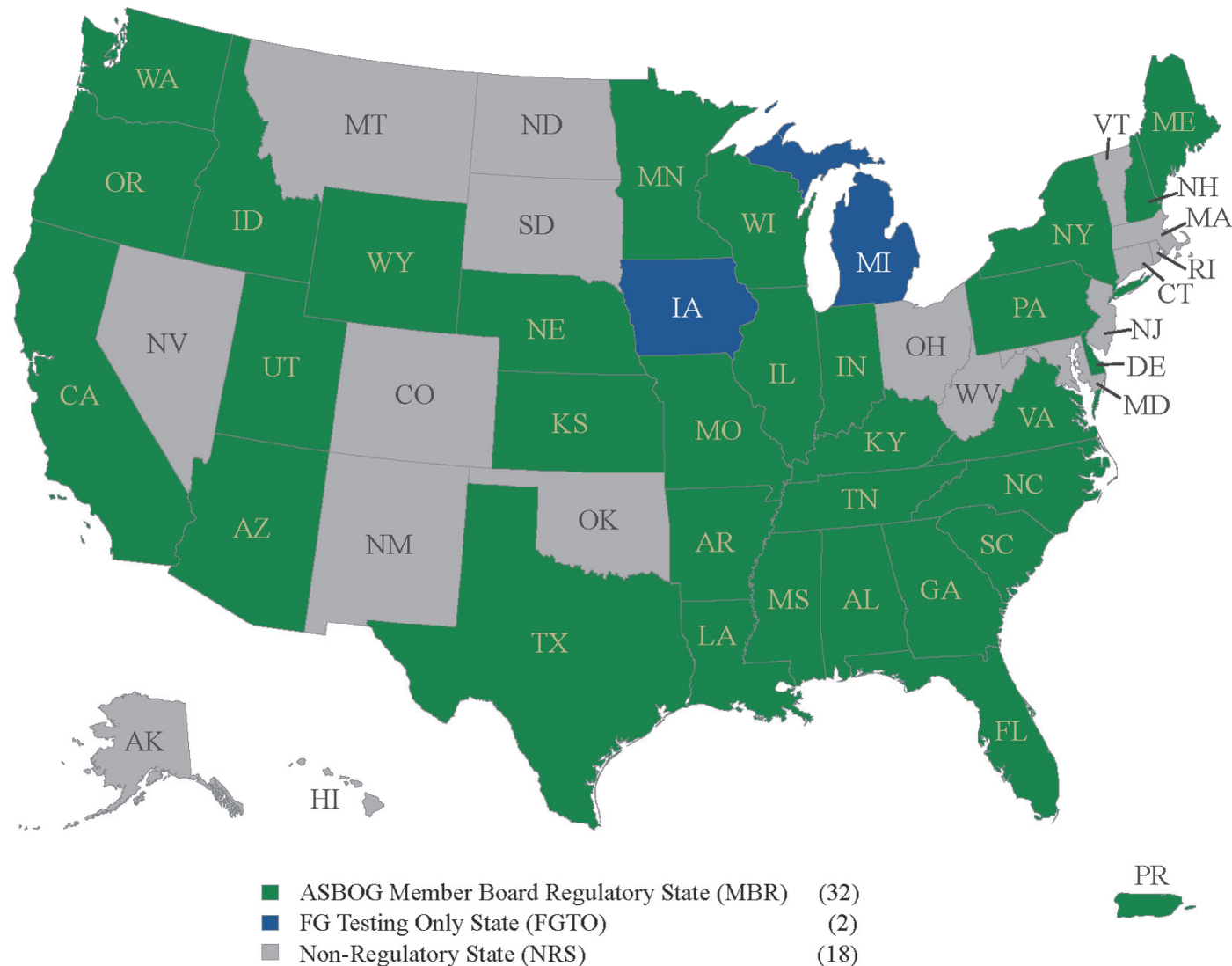
Geologic map and cross section along the South River Tunnel, DeKalb County, Georgia. Courtesy of Dr. Randy Kath, ASBOG® Past President and Coordinator of the Academic Assessment Program.

ASBOG® | Who we are

The National Association of State Boards of Geology (ASBOG®) is a national nonprofit organization committed to advancing professional licensure for geoscientists.

Professionally licensed geoscientists have met specific qualifications in education, examination, and work experience and are professionally charged to work in a manner that safeguards and protects the public's health, safety, and welfare.

United States & Puerto Rico



ASBOG® | Using the FG for Academic Assessment

As with other professional licensure testing organizations, the Fundamentals of Geology examination has been utilized as an assessment tool for universities/colleges. Over the past 22 exam administrations, there have been 514 institutions of higher learning whose students have taken the FG examination with the total number of examinees totaling nearly 9,528 over that period. In addition, there now exists a software analysis program (Curriculum Performance Assessment Tool or CPAT) developed by Past President Dr. Randy Kath available to those institutions that want to assess their department and student performance on the FG examination.

There are currently 237 institutions with 10 or more examinations in the CPAT database. This is an increase from 217 institutions with 10 or more examinations from last year. This accounts for the 8,569 records (tests) stored in CPAT. There are many institutions that have 8 or 9 tests and we anticipate that these will be added to the CPAT database when the results from the next administration of the FG examination become available.

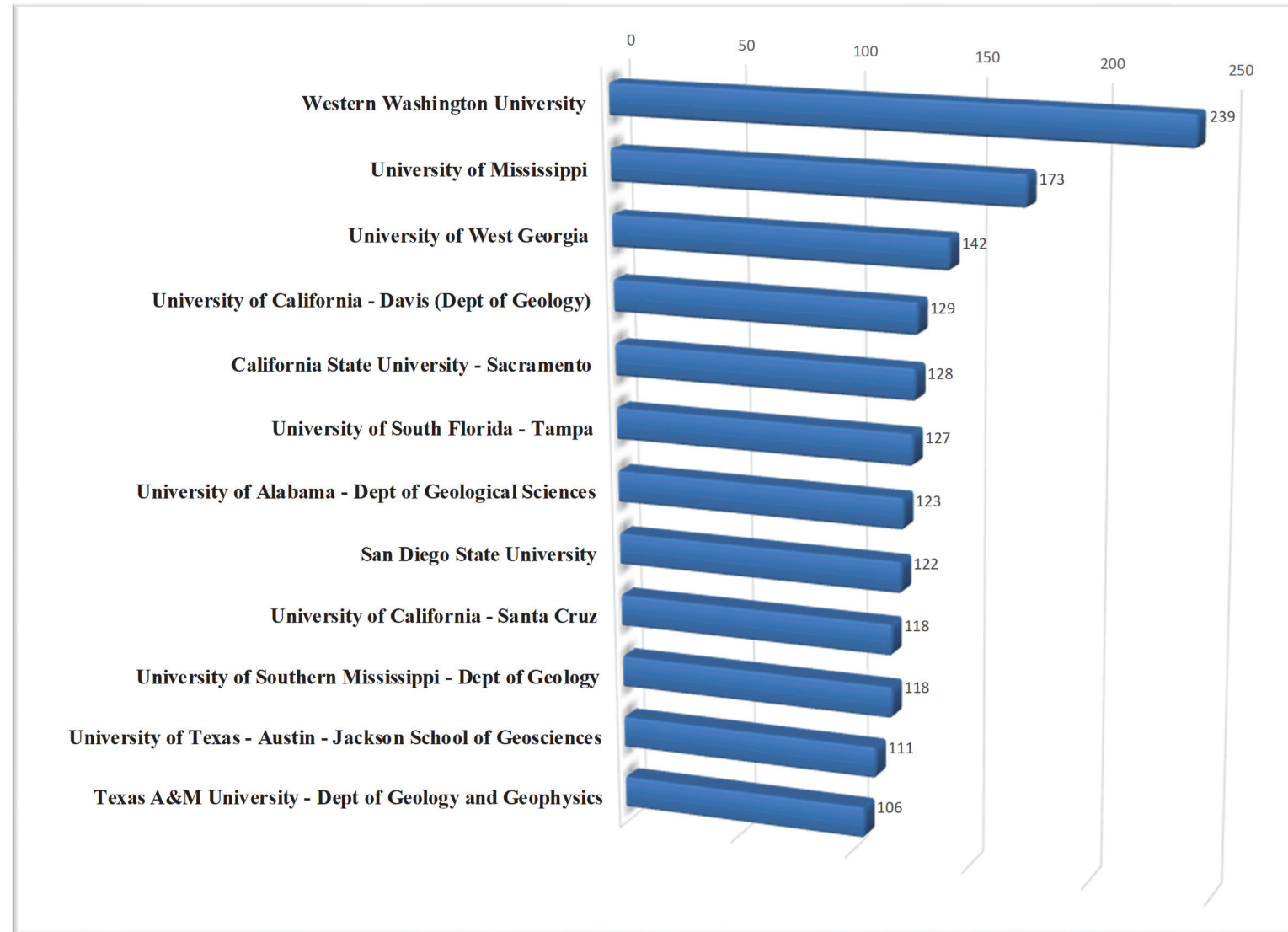
Academic Assessment is an integral part of ASBOG®'s outreach to academic institutions. The primary objective of Academic Assessment is to support academia through promotion of CPAT for use of the ASBOG® FG Examination as an assessment tool, exit examination, and/or graduate school entrance examination. CPAT support has been provided to the following institutions:

- Appalachian State University
- Arkansas Tech University
- Auburn University
- Baylor University
- Bloomsburg University
- California State Univ– Bakersfield
- California State Univ– Fresno
- California State Univ– Fullerton
- California State Univ– Northridge
- California State Univ– San Bernardino
- California State Univ– Sacramento
- California State Univ- Stanislaus
- California University of Pennsylvania
- Central Michigan University
- Eastern Kentucky University
- Eastern Washington University
- East Carolina University
- Fort Hayes State University
- Georgia State University
- Iowa State University
- James Madison University
- Kansas State University
- Millersville University (PA)
- Mississippi State University
- Northern Arizona University
- Northwest Missouri State
- San Francisco State University
- San Diego State University
- Sonoma State University
- Texas A & M
- Texas Tech University
- University of Arkansas- Little Rock
- University of California- Davis
- University of California– Santa Cruz
- University of Delaware
- University of Georgia
- University of Pittsburgh
- University of Pittsburgh- Johnstown
- University of South Florida– Tampa
- University of South Alabama
- University of West Georgia
- University of Wyoming
- Utah State University
- Virginia Tech University
- Weber State University
- West Chester University
- Western Oregon University
- Western Washington University

ASBOG® | Top Universities

Top 12 Universities by FG examination volume

Many universities recognize the value of licensure and encourage their students to take the FG during the final semester of their senior year or as soon after graduation as possible.



ASBOG® | What we do

ASBOG® facilitates the mobility for professional geoscientists in the United States by providing services to its member licensing boards including examination development, examination maintenance, and the overall mobility of professional geoscientists. These services include promoting the uniformity of licensure laws across the U.S. in the attempt to facilitate geoscientists to become licensed.

Fall field trip, Minnehaha Falls, Minneapolis, MN 2019



SMEs on field trip near Minneapolis, MN 2019



SMEs on field trip near Alton, NH 2019



SMEs on field trip near Alton, NH 2019



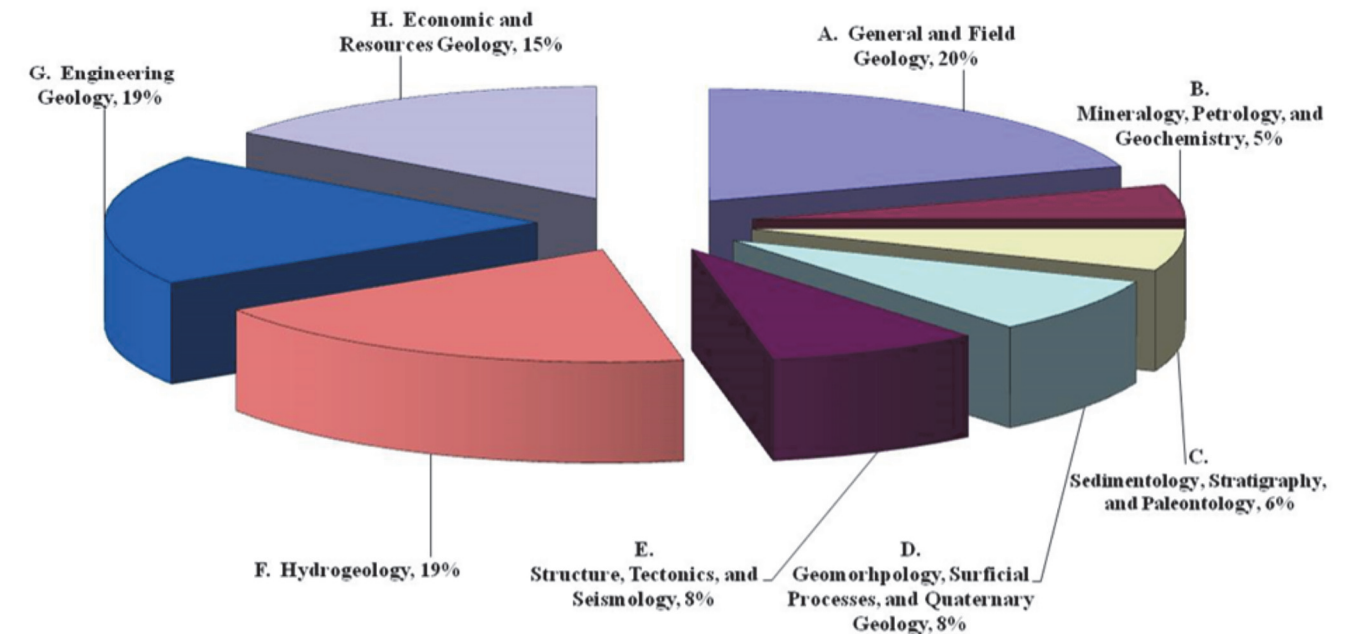
Through its Council of Examiners (COE) and statisticians, ASBOG[®] has independently created two national geoscience examinations: the Fundamentals of Geology Exam (FG) and the Practice of Geology Exam (PG).

Licensed geoscientists volunteer their time and experience to examination development and maintenance by coming to ASBOG[®] Council of Examiners Workshops to write and evaluate examination questions and answers. In 2019, there were 110 Subject Matter Experts (SMEs) hailing from 27 Member States, 2 non-member States, and the District of Columbia that participated in two semi-annual ASBOG[®] Workshops. This represents over 3,500 hours spent on developing and evaluating examinations for both of ASBOG[®]'s examinations. In addition to having strong geographic representation, the SMEs bring a diverse set of technical skills that cover each of the eight (8) content domains: A) General and Field Geology; B) Mineralogy, Petrology, and Geochemistry; C) Sedimentology, Stratigraphy, and Paleontology; D) Geomorphology, Surficial Processes, and Quaternary Geology; E) Structure, Tectonics, and Seismology; F) Hydrogeology; G) Engineering Geology; and H) Economic and Resource Geology.

Subject Matter Experts work with a psychometrician to re-evaluate examination and examination question statistics and to select and edit examination questions. Based on results of the COE Workshop, the psychometrician determines final scores for the recently administered national examinations, and adds new questions to the item bank for use in future examinations.

The examinations are administered twice a year, the Spring examination is the 3rd Friday of March; the Fall administration is the 1st Friday of October.

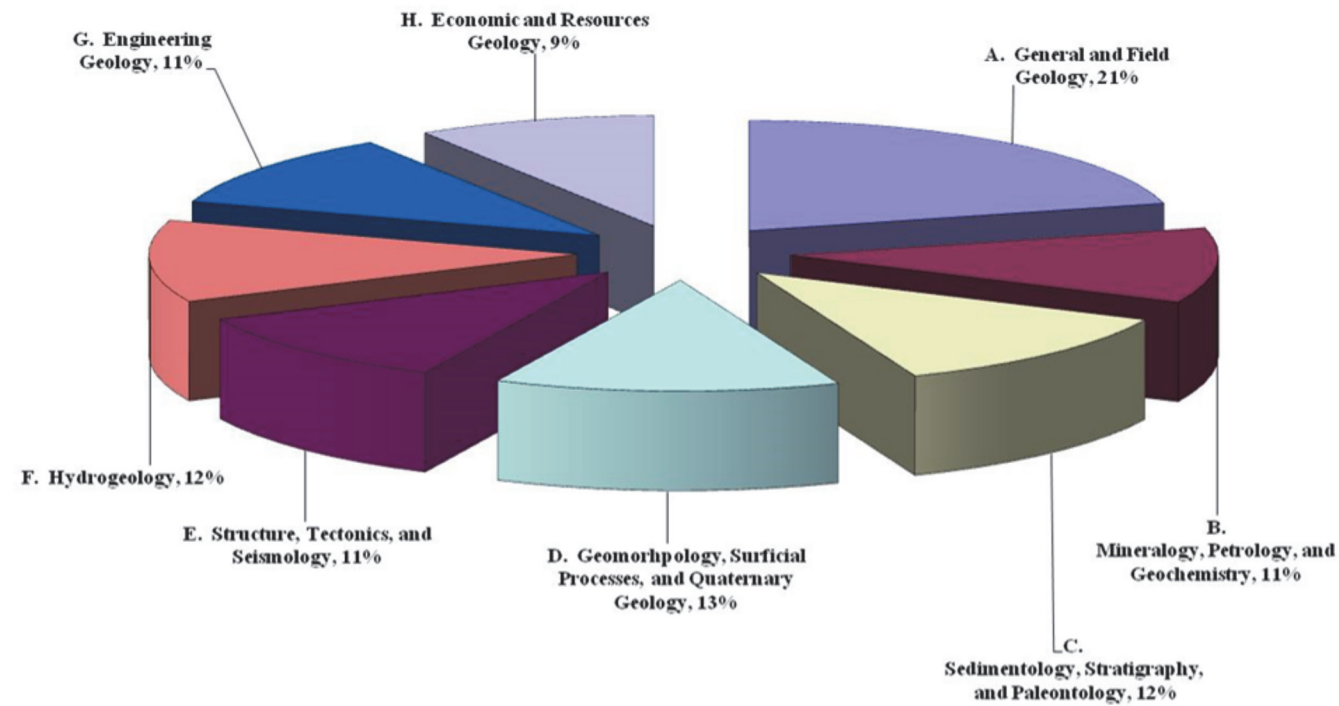
**ASBOG[®] Task Analysis 2015
PG Test Blueprint - Domain Percentages**



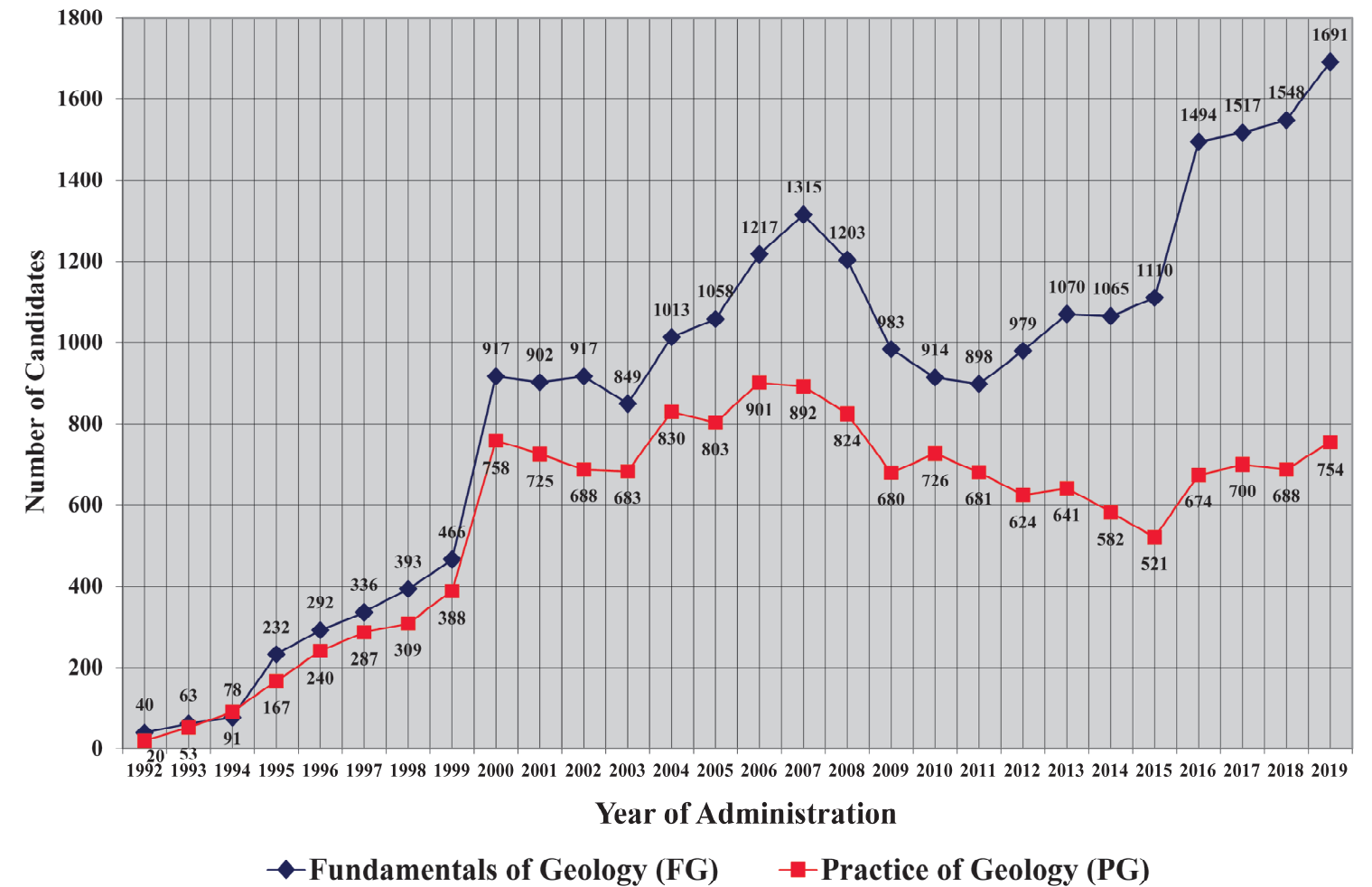
The Fundamentals of Geology (FG) Examination

ASBOG® | Examinations Administered

ASBOG® Task Analysis 2015
FG Test Blueprint - Domain Percentages

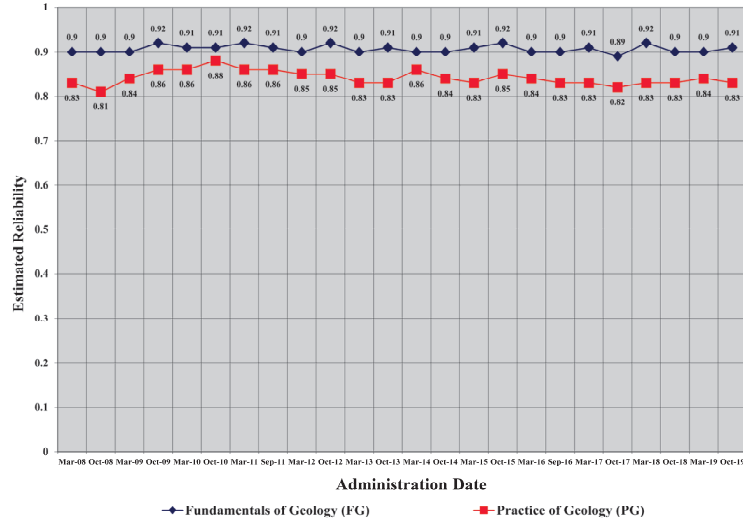


ASBOG® FG and PG Examinations
Candidate Volume by Year
(1992 - 2019)

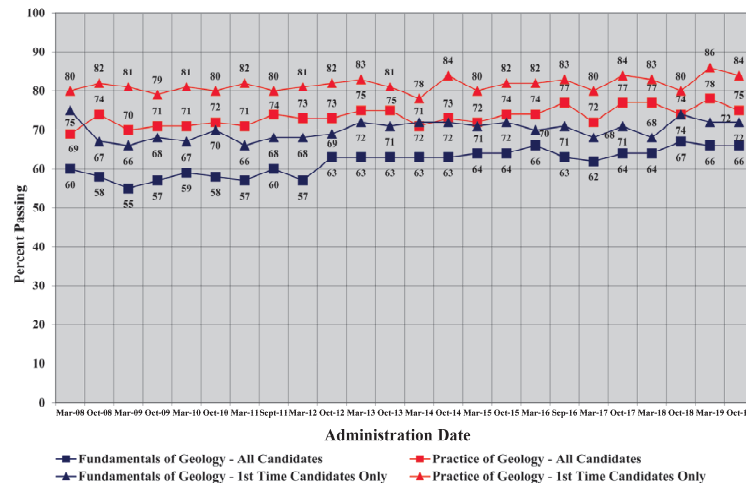


Examination Performance & Passing Rates

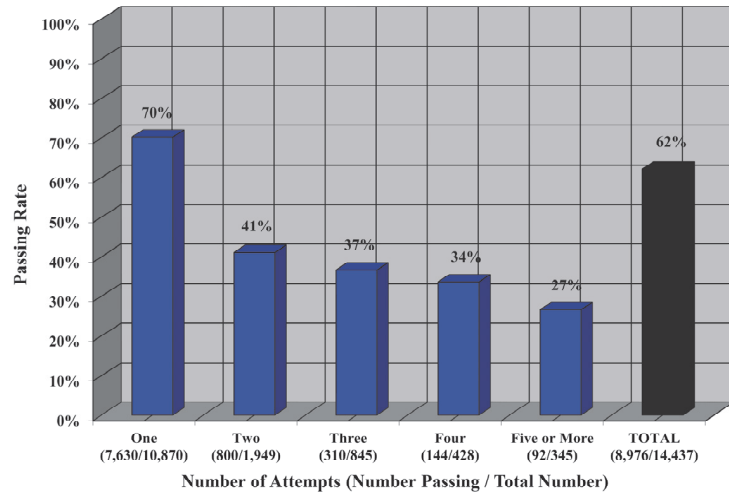
ASBOG® FG and PG Examinations
Exam Performance by Administration
(March 2008 - October 2019)



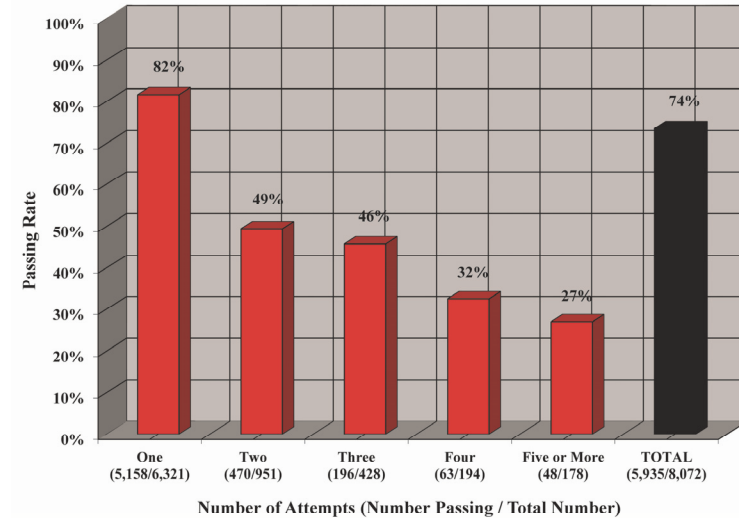
ASBOG® FG and PG Examinations
Passing Rates by Administration
1st Time Candidates vs. All Candidates
(March 2008 - October 2019)



ASBOG® Fundamentals of Geology Examination
Passing Rate by Number of Attempts
(March 2008 through October 2019)
Total Number of Candidates = 14,437



ASBOG® Practice of Geology Examination
Passing Rate by Number of Attempts
(March 2008 through October 2019)
Total Number of Candidates = 8,072



ASBOG® | 2016 Candidate Handbook

National Association of State Boards of Geology
(ASBOG®)

PROFESSIONAL GEOLOGISTS
CANDIDATE HANDBOOK

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ASBOG® PROFESSIONAL GEOLOGISTS CANDIDATE HANDBOOK
APPENDIX 3 - FG Sample Questions and Answer Key

UNIT _____ D

Unit B **Beeswax Sandstone**- (Mississippian) cemented, massive with widely sp...

Unit D **Dogtooth Formation**- interbedded shell hash (clastic limestone) lense

Unit H **Holiday Formation**- (Miocene to and muds.

Unit M **Midway Formation**- poorly sorted sandstone, moderately well cement

Unit P **Pinkeye Mudstones**- (Jurassic) or coal seams, numerous tree fossils a grades into the Running Ridges L...

Unit R **Running Ridges Limestone**- mass crystals at the base grading upward preserved fossils at the top.

Unit S **Singing Sands**- well sorted, round

Unit X **X-Ray Granite**- coarse crystalline

Unit Z **Zebra Complex**- complex pink to contorted bands of mafic (dark) mi

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ASBOG® PROFESSIONAL GEOLOGISTS CANDIDATE HANDBOOK
APPENDIX 3 - FG Sample Questions and Answer Key

37. What is the correct stratigraphic column for the Corner Bay area (oldest on the bottom and youngest on the top):

X	S	S	H
Z	H	H	S
B	R	R	R
D	P	P	M
M	M	M	I'
P	B	B	B
R	U	U	U
H	Z	X	X
S	X	Z	Z
A	B	C	D

38. Deep exploration holes drilled at the quarry in the X-Ray granite (Unit X) intersected the Running Ridges Limestone (Unit R). Based on this drill hole data, what is the best interpretation of the Unit R-Unit X contact?

A) normal fault
B) thrust fault
C) dextral fault
D) sinistral fault

39. The contact between the Holiday Formation (Unit H) and the Beeswax Sandstone (Unit B) is a(n):

A) fault contact
B) intrusive contact
C) normal stratigraphic
D) angular unconformity

40. The quarry located in the X-Ray Granite is a dimension stone quarry. This suggests that the X-Ray Granite

A) is massive and unfractured
B) is highly fractured
C) is deeply weathered
D) has closely spaced joint sets

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