

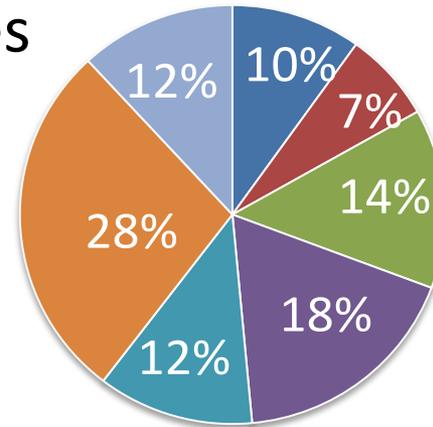


CLEP®

PLA with a Purpose: Discovering What Works for Student Success (June 27, 2013)

What is CLEP?

- Credit-by-examination program
- CLEP assesses/validates competencies acquired through independent study, on-the-job training, or experiential learning; translates that learning into **college credit**
- Started in 1967; more than seven million exams administered since



- High School Student
- High School Graduate
- College Freshman
- College Sophomore
- College Junior
- College Senior
- College Graduate

CLEP's 33 exams are

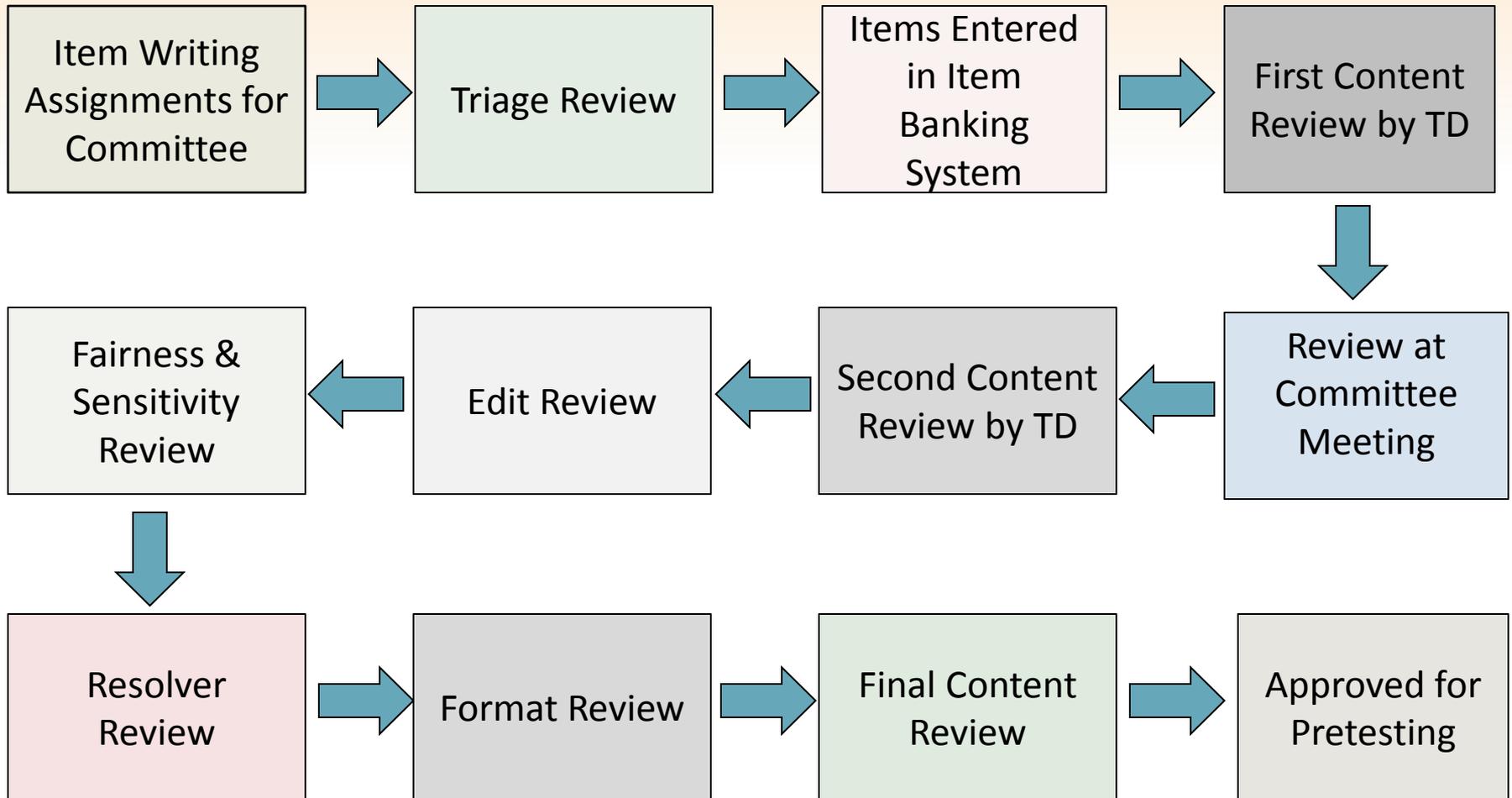
- Easily accessible - computer based; administered daily/on demand
- Widely accepted - over 2,900 colleges and universities grant credit
- Secure administration
- Valid and rigorous – content shaped by faculty; items developed with faculty; standard setting panels made up of faculty

The development of CLEP exams begins and ends with faculty

Faculty ensure coverage of critical content/skills

- Each exam has a standing test development committee of 3/4 members.
- All committee members are college faculty who teach the relevant course
- Faculty are drawn from all regions of the US; 2- and 4-year colleges; public, private, and proprietary institutions
- Curriculum survey conducted every 3-5 years
- Faculty committee interprets survey results & develops test-content specifications
- Faculty committees oversee ongoing test development, shape content, review pretest data, guide CLEP policy, determine credit-granting standards
- More than 600 faculty contribute to test development, standard-setting
- Exams are continually improved
- ACE reviews CLEP test content, verifies rigor, and validity

RIGOR: Item Development



- **91%** of CLEP test takers said CLEP made a difference in their ability to complete their degrees
- **70%** said CLEP made a difference in their ability to finance their degrees
- 45% have taken an online course
- 70% are working full- or part-time
- 45% are first-generation college students

2010 study of Florida public institutions: preliminary results for CLEP students

- CLEP students graduate in less time than non-CLEP students
- CLEP students have higher GPAs than non-CLEP students
- Students earning credit through CLEP perform better in subsequent English courses than non-CLEP students

“Taking CLEP exams has helped me save a lot of time and money. I used CLEP...to help me **keep moving toward graduation** and graduate school.”



Benjamin Holler
University of Texas
at San Antonio
Class of 2010

“CLEP save me time and money. I was able to successfully earn 15 semester hours on the general exams, and then I looked over the list of specific exams to see if there were other CLEP exams I might pass. I was pleasantly surprised that I passed each of the exams I took, and to find that I had earned 32 semester hours – a full academic year!

Twenty-six years later, I encouraged my daughter to take CLEP exams... She, too, took the general exams and a series of specific exams, and earned a full year of credit.”



Dr. Lynn H. Clements
CPA CFE Cr.FA CMA CFM
Professor of Accounting
Barnett School of
Business & Free
Enterprise,
Florida Southern College

What administrators say

“Students gain **several important benefits** when they secure academic credit through CLEP. One benefit is **simple math**: credits earned reduce the number of credits for which students will pay to complete a degree. CLEP also **allows for flexibility** in course scheduling, which may make new academic areas possible for students to explore. **CLEP builds confidence** by helping students know they can succeed.”

Tally Hart
Senior Advisor for Economic Access
The Ohio State University



In 2011-2012:

- 56 CLEP test centers in Ohio
- 1,837 students took 3,603 CLEP exams in Ohio
- 2,336 CLEP exams sent to Ohio institutions
- 1,682 exams had a score of 50 or better
- Appr. 6,728 credits earned (over \$1,177,400 tuition dollars saved, based on \$175/credit hr)
- Top 5 CLEP exams in OH: Analyzing & Interpreting Literature; College Composition, Spanish Language; Introductory Sociology; College Algebra

CLEP exams are now endorsed by ACBSP

Program requirements at ACBSP-accredited institutions	CLEP exams that meet these program requirements
Marketing	Principles of Marketing
Finance	
Accounting	Financial Accounting
Management	Principles of Management
Legal Environment of Business	Introductory Business Law
Economics	Principles of Macroeconomics
	Principles of Microeconomics
Business Ethics	
Global (International) Business	
Information Systems	Information Systems
Quantitative Techniques (Statistics)	
Business Policies or Comprehensive (Capstone) Course	

- Consider ACE recommendations for CLEP awards
 - ACE reviews CLEP test content, rigor and validity on an on-going basis to reach these recommendations
- Credit awards to fulfill program requirements or general education requirements (not elective credit)
- Ensure transferability
 - Following ACE recommendations supports out of state transfer institution
 - Allow some language that gives the institution grounds to make adjustments to the credit awards when it is in the best interest of the student
- Avoid artificial barriers in policy
 - Credit limits, large fees to post credit, restrictions on testing, arbitrary deadlines

CLEP – Test Information Guide (TIGs)

- TIGs include information about test development, content specifications, and sample questions for each exam
- Use this information to inform Faculty about test content
- Use this information to help you set and revise your CLEP policy
- TIGs are located in the CLEP Resource Center
 - User name: clepadmin2
 - Password: CLEPmsa22#

www.collegeboard.org/clep/resourcecenter

B I O L O G Y

Test Measurement Overview

Format

There are multiple forms of the computer-based test, each containing a predetermined set of scored questions. The examinations are not adaptive. There may be some overlap between different forms of a test: any of the forms may have a few questions, many questions, or no questions in common. Some overlap may be necessary for statistical reasons.

In the computer-based test, not all questions contribute to the candidate's score. Some of the questions presented to the candidate are being pretested for use in future editions of the tests and will not count toward his or her score.

Scoring Information

CLEP examinations are scored without a penalty for incorrect guessing. The candidate's raw score is simply the number of questions answered correctly. However, this raw score is not reported; the raw scores are translated into a scaled score by a process that adjusts for differences in the difficulty of the questions on the various forms of the test.

Scaled Scores

The scaled scores are reported on a scale of 20–80. Because the different forms of the tests are not always exactly equal in difficulty, raw-to-scale conversions may in some cases differ from form to form. The easier a form is judged to be, the higher the raw score required to attain a given scaled score. Table 1 indicates the relationship between number correct (raw score) and scaled score across all forms.

The Recommended Credit-Granting Score

Table 1 also indicates the recommended credit-granting score, which represents the performance of students earning a grade of C in the corresponding course. The recommended B-level score represents B-level performance in equivalent course work. These scores were established as the result of a Standard Setting Study, the most recent having been conducted in 2001. The recommended

Faculty Involvement

Panel members participating in the most recent study were:

Deborah Anderson	Saint Norbert College
Sarah Barlow	Middle Tennessee State University
Miriam Del Campo	Miami Dade Community College
Dennis Des Roches	Southeastern Louisiana University
Lynelle Golden	Kennesaw State University
Karl Joplin	East Tennessee State University
Lloyd Kahn	Hudson County Community College
Arnold Karpoff	University of Louisville
Michael Kunz	Fresno Pacific University
Heather Kuruvilla	Cedarville College
Madeline Logan	North Shore Community College
Phillip Mason	Fairmont State College
James Rooney	Lincoln University — Missouri
Fred Tone	Central Piedmont Community College
Carolyn Wetzel	East Tennessee State University

To establish the exact correspondences between raw and scaled scores, a scaled score of 50 is assigned to the raw score that corresponds to the recommended credit-granting score for C-level performance. Then a high (but in some cases, possibly less than perfect) raw score will be selected and assigned a scaled score of 80. These two points — 50 and 80 — determine a linear raw-to-scale conversion for the test.



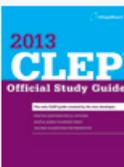
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CLEP® American Government: At a Glance

This document is designed to be shared with students. It includes an exam description, knowledge and skills required for the exam, listings of suggested textbooks and websites for studying, and sample questions. We encourage you to print this fact sheet and offer it to students during advising sessions, as well as post it on your website.

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Practice Test

Want to get a feel for the tests? Try out sample questions from actual CLEP exams in the subject of your choice.

Try a Practice Test

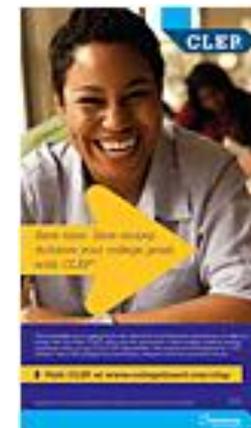
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