

CLEP®

ACADEMIC SUCCESS IN

HIGHER EDUCATION



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Developed by the College Board, the people behind AP® and SAT®, the College Board's College-Level Examination Program® (CLEP®) has been the most widely trusted credit-by-examination program for more than 40 years, accepted by 2,900 colleges and universities and administered in over 1,700 test centers. This rigorous program allows many self-directed students of a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and pursue greater academic success. Students can earn credit for what they already know by getting qualifying scores on any of the 33 examinations.

CLEP EXAMS

BUSINESS

Financial Accounting
Introductory Business Law
Information Systems and Computer Applications
Principles of Management
Principles of Marketing

COMPOSITION AND LITERATURE

American Literature
Analyzing and Interpreting Literature
College Composition
College Composition Modular
English Literature
Humanities

HISTORY AND SOCIAL SCIENCES

American Government
Human Growth and Development
Introduction to Educational Psychology
Introductory Psychology
Introductory Sociology
Principles of Macroeconomics
Principles of Microeconomics
Social Sciences and History
History of the United States I:
Early Colonization to 1877
History of the United States II:
1865 to the Present
Western Civilization I: Ancient
Near East to 1648
Western Civilization II: 1648 to the Present

SCIENCE AND MATHEMATICS

Biology
Calculus
Chemistry
College Algebra
College Mathematics
Natural Sciences
Precalculus

WORLD LANGUAGES

French Language (Levels 1 and 2)
German Language (Levels 1 and 2)
Spanish Language (Levels 1 and 2)



FACULTY



“Students who pursue PLA [Prior Learning Assessment] credit are students who are already highly motivated or academically successful. Their persistence and graduation rates are higher.”

Council for Adult & Experiential Learning, 2010 Study

“The CLEP exam process is a solid academic and research validated approach to ensure that individuals have grasped the basic concepts of a specific subject matter. The exams are developed in concert with content experts. Questions are created, vetted, tested and reviewed throughout the development process to ensure validity and reliability, as well as to ensure coverage of the entire scope of the specific subject matter being tested.”

Jeffrey P. Lineman
Professor of Management
Northwest Nazarene University

BENEFITS OF CLEP



Participation in CLEP contributes to a more effective educational environment for all.

By accurately placing prepared, engaged and motivated students, CLEP helps create a more dynamic classroom experience and increases retention rates.

RIGOR

CLEP exams are developed by more than 600 college faculty members across the country from two-year and four-year institutions. CLEP exam content and standards are recommended by the American Council on Education (ACE).

ACCESS

Capable students who take CLEP advance faster into upper-level courses, giving faculty the opportunity to focus on students who truly need introductory course work.

COMPLETION

Students earning credit through CLEP outperform their peers in subsequent courses and tend to complete their degrees at a higher rate than students who do not earn credit-by-examination.

SUCCESS

Students who earn credit through PLA (Prior Learning Assessment) have better academic outcomes, particularly in terms of persistence and graduation rates, than non-PLA students.

BY THE NUMBERS



> 56% DEGREE COMPLETION

Out of 62,475 students surveyed, 56 percent of students earned a postsecondary degree, while only 21 percent of non-PLA students did so.¹

> BETTER COURSE PERFORMANCE

PLA students tend to take more advanced courses in the subject area in which they test than non-PLA students who complete the introductory course in the same subject area.²

> HIGHER GPA

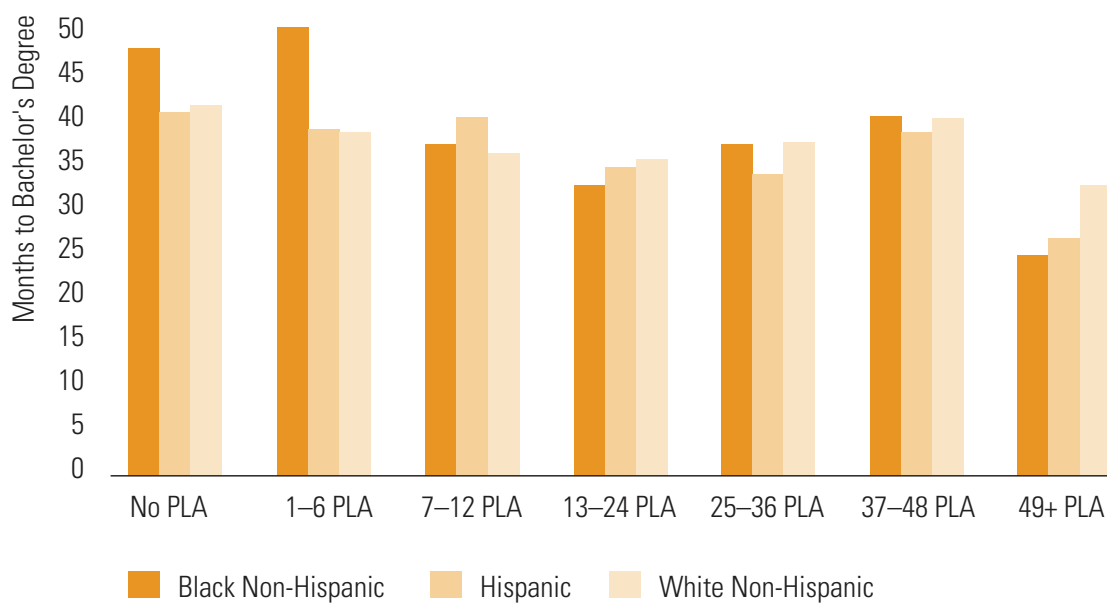
Students who receive credit-by-examination through CLEP for an introductory course are much more likely to earn an A or B in subsequent courses than students who complete the introductory course.³

BY THE NUMBERS

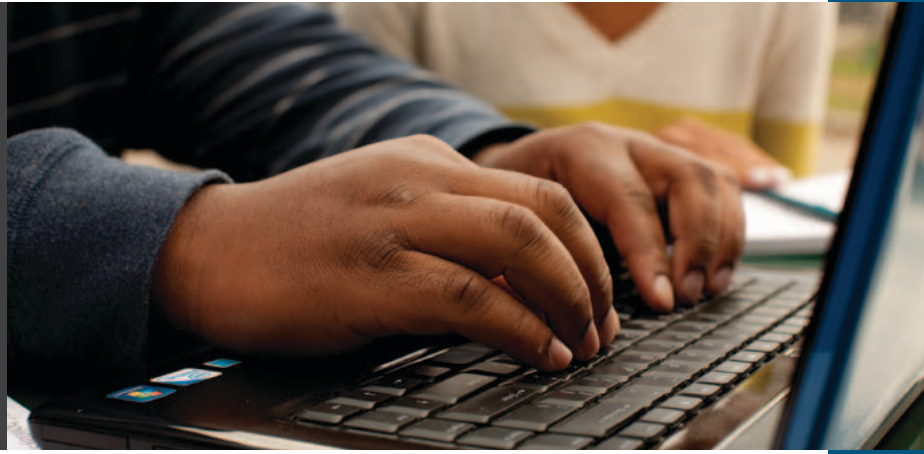
> **14.2 MONTHS SAVED**

With 13–24 PLA credits, black non-Hispanic PLA students saved an average of 14.2 months toward the bachelor's degree.⁴

Race/Ethnicity, PLA and Time to Bachelor's Degree



TEST DEVELOPMENT



All aspects of the CLEP program's test development process are informed by the conviction that the exams must be rigorous and relevant to their respective disciplines. More than 600 college faculty from all regions of the U.S. contribute to the development of and the standard setting for CLEP exams. Each standing test development committee consists of three or four faculty members, each of whom teaches the relevant course and oversees ongoing test development. This committee reviews and shapes exam questions and specifications on a regular basis.

Educational Testing Service (ETS) is primarily responsible for designing, developing, administering and scoring all CLEP items. ETS follows a well-documented process that adheres to stringent quality standards. Experienced and trained test writers apply a rigorous methodology to design high-quality, psychometrically sound items and questions.

The process is supported by scientific validation and empirical evidence at every step, from test development through administration and scoring. Hence, CLEP exams undergo two dozen reviews and quality assurance steps before being released for public use.

Test development standards comply with the standards recommended by the ACE.

ROLE OF FACULTY

American Government

Dr. Kara Lindaman
Winona State University

Prof. James F. Sheffield, Jr.
University of Oklahoma

Dr. Rorie Solberg
Oregon State University

American Literature

Dr. John Alberti
Northern Kentucky University

Dr. David Carlson
California State University – San Bernardino

Dr. Elise Lemire
Purchase College, State University of New York

Analyzing and Interpreting Literature

Dr. Booker Anthony
Fayetteville State University

Dr. Carolyn Brown
University of San Francisco

Dr. Robin Inboden
Wittenburg University

Biology

Dr. Elizabeth Cowles
Eastern Connecticut State University

Dr. LaJoyce Debro
Jacksonville State University

Dr. Douglas Ure
Chemeketa Community College

Calculus

Dr. Daniel Frohardt
Wayne State University

Prof. Sharon Sledge
San Jacinto College

Dr. Richard West
Francis Marion University

Chemistry

Dr. Michael Abraham
University of Oklahoma

Prof. Donnie Byers
Johnson County Community College

Dr. Abdul Mohammed
Winston-Salem State University

College Algebra

Dr. Donna Flint
South Dakota State University

Dr. William Haver
Virginia Commonwealth University

Dr. Jing Ling Wang
Lansing Community College

College Composition

Dr. Warren Carson
University of South Carolina Upstate

Dr. Suzanne Diamond
Youngstown State University

Dr. April Gentry
Savannah State University

Prof. Richard Strugala
Middlesex County Community College

College Mathematics

Dr. Tuncay Aktosun
University of Texas at Arlington

Dr. Frank Bauerle
University of California, Santa Cruz

Dr. Helen Burn
Highline Community College

English Literature

Dr. Phebe Jensen
Utah State University

Dr. Brian Lockey
St. John's University

Dr. Laurie Quinn
Granite State College

Financial Accounting

Mr. Willard Berry
University of Phoenix

Dr. Lynn Clements
Florida Southern College

Dr. Robert DePasquale
Saint Vincent College

French Language

Dr. Nabil Boudraa
Oregon State University

Prof. Stuart Smith
Austin Community College

German Language

Dr. Kirsten Krick-Aigner
Wofford College

History of the United States I and II

Dr. Melodie Andrews
University of Minnesota, Mankato

Dr. Yanek Mieczkowski
Dowling College

Dr. Eduardo Pagan
Arizona State University

Prof. Omar Valerio-Jimenez
University of Iowa

Human Growth and Development

Dr. Megan Bradley
Frostburg State University

Dr. Thomas Coyle
University of Texas at San Antonio

Dr. Rita Casey
Wayne State University

Humanities

Dr. Sterling Bland, Jr.
Rutgers University

Dr. Eugene Greco
Miami Dade College – Kendall

Dr. Carey Rote
Texas A&M University – Corpus Christi

Prof. Edward Uehling
Valparaiso University

Information Systems and Computer Applications

Dr. Tammy Arthur
Mississippi College

CLEP TEST DEVELOPMENT COMMITTEE MEMBERS

Test Development Committee members perform these roles:

- Inform and evaluate curriculum surveys
- Identify trends in disciplines
- Develop and edit exam content
- Guide CLEP policy
- Determine credit-granting standards

Dr. Q. B. Chung
Villanova University

Dr. Diane Lending
James Madison University

Dr. Gerhard Steinke
Seattle Pacific University

Introduction to Educational Psychology

Dr. Lynley Anderman
Ohio State University

Dr. Diane Finley
Prince George's Community College

Dr. Judith Peña-Shaff
Ithaca College

Introductory Business Law

Prof. Daniel Herron
Miami University

Prof. Martha Salzman
State University of New York at Buffalo

Dr. Patricia Wall
Middle Tennessee State University

Introductory Psychology

Dr. Lana Larsen
University of Maryland University College

Dr. Jane Noll
University of South Florida

Dr. Juan Salinas
University of Texas at Austin

Introductory Sociology

Dr. David Locher
Missouri Southern State University

Dr. Rebecca Erickson
University of Akron

Dr. Dani Smith
Fisk University

Natural Sciences

Dr. Lucille Garmon
University of West Georgia

Dr. Nancy Morvillo
Florida Southern College

Dr. Susan Postawko
University of Oklahoma

Dr. Edward Wells
Wilson College

Precalculus

Dr. Karen Bolinger
Clarion University

Dr. Donald Campbell
Middle Tennessee State University

Dr. Lisa Townsley
University of Georgia

Principles of Macroeconomics and Principles of Microeconomics

Dr. Robert Eisenstadt
University of Louisiana – Monroe

Prof. Rae Jean Goodman
United States Naval Academy

Dr. Kathryn Wilson
Kent State University

Prof. Martha Zenns
Jamestown Community College

Principles of Management

Dr. Nathan Himelstein
Essex County College

Dr. Jeffrey Lineman
Northwest Nazarene University

Dr. Hanora O'Sullivan
Marymount University

Principles of Marketing

Dr. Richard Dailey
University of Texas at Arlington

Dr. Joe H. Kim
Rider University

Dr. Fred Miller
Murray State University

Social Sciences and History

Dr. Scott Ditloff
University of the Incarnate Word

Dr. Gary Elbow
Texas Tech University

Dr. Juliet Elu
Spelman College

Spanish Language

Dr. Yaw Agawu-Kakraba
Pennsylvania State University – Altoona College

Prof. Vanessa Lago-Barros
SUNY Rockland Community College

Dr. Gillian Lord
University of Florida

Dr. Jose Hernandez
University of Texas – Pan American

Western Civilization I and II

Dr. William Alexander
Norfolk State University

Dr. Sally West
Truman State University

Dr. Margaretta Handke
Minnesota State University – Mankato

Dr. David Longfellow
Baylor University





"The College Algebra CLEP Exam has the difficult task of evaluating student understanding on a great variety of topics, many of them seemingly unrelated. The questions and structure of the exam ensure that students are fairly tested and that a student who passes this exam is prepared to apply College Algebra topics in subsequent courses in various fields."

Donna L. Flint
Professor and Undergraduate Program Coordinator
Department of Mathematics and Statistics
South Dakota State University

THE AMERICAN COUNCIL OF EDUCATION

CREDIT RECOMMENDATIONS FOR COMPUTER-BASED TESTING

	ACE Recommended Score		
History and Social Sciences	B-Level	C-Level	Semester Hours
American Government	63	50	3
History of the United States I: Early Colonization to 1877	56	50	3
History of the United States II: 1865 to Present	57	50	3
Human Growth and Development	63	50	3
Introduction to Educational Psychology	62	50	3
Introductory Psychology	59	50	3
Introductory Sociology	59	50	3
Principles of Macroeconomics	62	50	3
Principles of Microeconomics	64	50	3
Social Sciences and History	62	50	6
Western Civilization I: Ancient Near East to 1648	57	50	3
Western Civilization II: 1648 to Present	56	50	3
Science and Mathematics	B-Level	C-Level	Semester Hours
Biology	57	50	6
Calculus	64	50	3
Chemistry	65	50	6
College Algebra	63	50	3
College Mathematics	62	50	6
Natural Sciences	62	50	6
Precalculus	61	50	3

	ACE Recommended Score		
Business	B-Level	C-Level	Semester Hours
Financial Accounting	65	50	3
Introductory Business Law	60	50	3
Information Systems and Computer Applications	59	50	3
Principles of Management	63	50	3
Principles of Marketing	65	50	3
Composition and Literature	B-Level	C-Level	Semester Hours
American Literature	58	50	6
Analyzing and Interpreting Literature	60	50	6
College Composition	59	50	6
College Composition Modular	60	50	3 or 6
English Literature	62	50	6
Humanities	56	50	6
World Languages	B-Level	C-Level	Semester Hours
French Language, Level 1	64	50	6
French Language, Level 2	69	59	12
German Language, Level 1	59	50	6
German Language, Level 2	67	60	12
Spanish Language, Level 1	56	50	6
Spanish Language, Level 2	68	63	12



ENROLLMENT MANAGERS



“An adult student who earns 15 PLA (Prior Learning Assessment) credits that can be applied toward the degree can save from a low of around \$1,605 at a large public university to a high of around \$6,000 at other institutions.”

Council for Adult & Experiential Learning, 2011 Study

“CLEP is an important recruitment tool for our institution. When students hear that we give credit for CLEP exams, they are very interested in exploring studying here.”

Elinor Azenberg
Director, Reentry Programs
School of Continuing and Professional Studies
New York University

BENEFITS OF CLEP



Students encounter increasing challenges in the ability to finance their education, accelerate through college and graduate on time. CLEP is a proven college completion tool.

MAXIMIZE ENROLLMENT

CLEP maximizes enrollment by allowing students to advance to more challenging courses, opening availability in introductory courses. CLEP encourages greater student persistence toward a degree.

ENHANCE AFFORDABILITY

At \$77.00, CLEP improves affordability for those students who may find rising college costs increasingly challenging. Students can save on tuition and fees, and student loans.

EARN CREDIT

A satisfactory score on any of the 33 CLEP exams can earn students 3 to 12 college credits for what they already know.

ACCELERATE AND GRADUATE

Taking CLEP exams early helps students fulfill introductory requirements and move on to their majors quicker. Ultimately, they graduate on time.

BY THE NUMBERS



> 62% ENROLL IN COLLEGE

62 percent of students not currently enrolled in college say that the CLEP policies of the institutions they were considering would affect their decision to enroll.⁵

> HIGHER GPA

CLEP students have significantly higher cumulative GPA than non-CLEP students when controlling for demographics and prior achievement.⁶

> 70% FINANCE EDUCATION

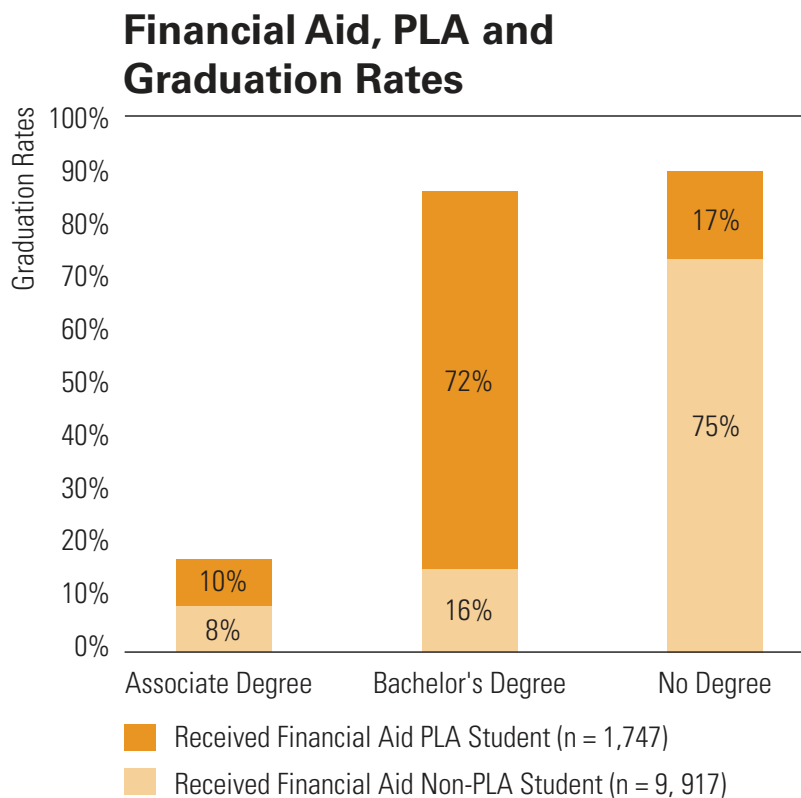
70 percent of CLEP exam takers said their CLEP credits made a difference in their ability to finance tuition and other fees.⁷

ENROLLMENT MANAGERS

BY THE NUMBERS

> 72% DEGREE COMPLETION

Financial aid recipients earning PLA credit had dramatically higher bachelor's degree (72%) completion rates than their non-PLA counterparts (16%).⁸



PROMOTING CLEP



- Become familiar with your institution's CLEP policy. Each institution can develop its own CLEP policies to align with the institution's overall academic mission. CLEP and ACE provide recommendations and guidelines for setting and administering policies, as well as immediate notification of exam scores to expedite credit-granting decisions. For more information on how to set a CLEP policy, visit **www.collegeboard.org/clep**.
- Advise students on the educational opportunities that CLEP offers. Students may need to take CLEP to advance to more challenging courses, meet graduation requirements or overcome financial challenges to stay enrolled.
- Establish CLEP advocates on your campus. Share the benefits of CLEP with faculty and staff in various departments on your campus through an array of free brochures, bulletins, posters and more. Free CLEP materials can be ordered at **www.collegeboard.org/clep**.
- Assess your students' testing needs. If you are a test center, or plan to become a test center, you have the benefit of recruiting examinees who are interested in taking CLEP exams in your campus. In addition, instantaneous score reporting will make credit decisions simple and fast.



COLLEGE ADVISERS



“Students who earned credit through CLEP generally had higher overall GPAs at the terminus of their undergraduate education.”

University of North Carolina at Greensboro,
2011 Research Study

“I teach introductory sociology each year, and I am confident that the CLEP Sociology exam reflects the full range of content taught in my college class. I am also an adviser and a department chair, and I strongly believe that students who enter college with credit for the CLEP Sociology exam have the foundation needed to be successful sociology majors.”

Dani A. Smith
Chair, Department of Behavioral Sciences and Education
Fisk University

BENEFITS OF CLEP



As an adviser to your students, you play a critical role in helping them determine the best pathway to a successful education. Teaching them about CLEP can enhance their educational experience.

MAINTAIN ACADEMIC MOMENTUM

CLEP is a time-saving avenue to degree completion. Students can continue their education and graduate even when the unexpected occurs.

FINANCE COLLEGE

At \$77, CLEP helps students' access higher education, making it easier to finance tuition and fees.

SERVES ALL STUDENTS

CLEP recognizes the value of prior learning and validates a student's experience and knowledge retained outside of the classroom.

EARN CREDIT

A satisfactory score on any of the 33 CLEP exams can earn students three to 12 college credits for what they already know.

BY THE NUMBERS



> 91% DEGREE COMPLETION

91 percent of CLEP exam takers said CLEP made a difference in helping them complete their degrees.⁹

> 10.1 MONTHS SAVED

PLA students earning bachelor's degrees saved in average between 2.5 and 10.1 months of time in earning their degrees, compared to non-PLA students earning bachelor's degrees.¹⁰

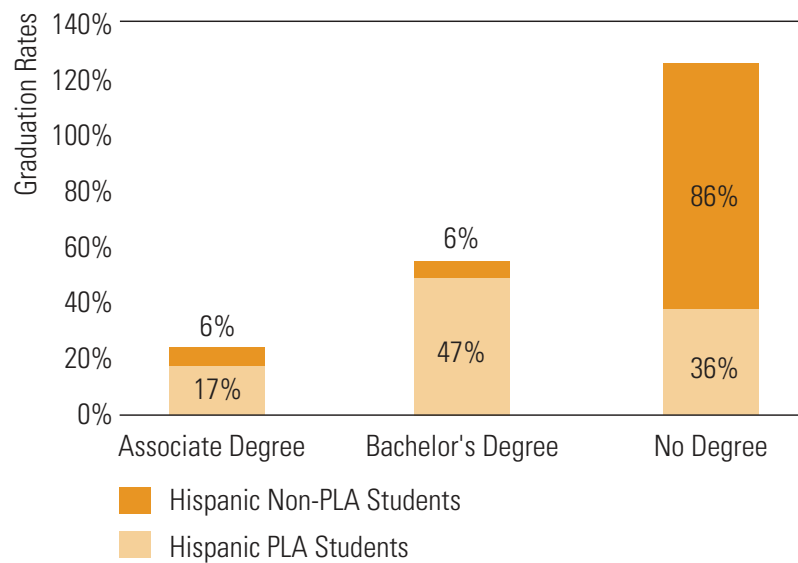
COLLEGE ADVISERS

BY THE NUMBERS

> 8 X HIGHER GRADUATION RATE

Hispanic PLA students earned bachelor's degrees at a rate that was almost eight times higher than that of Hispanic non-PLA students.¹¹

Race/Ethnicity, PLA and Graduation Rates



PROMOTING CLEP



- Become familiar with your institution's CLEP policy. Each institution can develop its own CLEP policies to align with the institution's overall academic mission. CLEP and ACE provide recommendations and guidelines for setting and administering policies, as well as immediate notification of exam scores to expedite credit-granting decisions. For more information on how to set a CLEP policy, visit www.collegeboard.org/clep.
- Share the benefits of CLEP with faculty and staff in various departments on your campus. Collaborate with faculty and staff to ensure that students receive accurate information about CLEP.
- Advise students on the educational opportunities that CLEP offers. Students may need to take CLEP to advance to more challenging courses, meet graduation requirements, or overcome financial challenges and stay enrolled.
- Before orientation, encourage recruiters to share information about your CLEP policy while visiting high schools or hosting on-campus open houses. Include a copy of your institution's CLEP policy in your orientation/admission mailing to accepted applicants.
- During orientation, include CLEP promotional materials in your information packets. Free CLEP materials can be ordered at www.collegeboard.org/clep.



TEST CENTER ADMINISTRATORS



“Prior Learning Assessment is a student recruitment tool and a magnet for student enrollment.”

Council for Adult & Experiential Learning, 2010 Study

“As an administrator of CLEP exams, nothing is more satisfying then to have a student pass the test and tell me it was the last credit they needed to graduate from college. It is great to know that what you do has such a profound impact on these individuals.”

M. L. (Peggy) Hawke
Testing Center Coordinator
Pikes Peak Community College

BENEFITS OF CLEP



CLEP is administered at over 1,700 colleges and universities worldwide. These institutions participate in the CLEP program by developing content, setting policies and administering the exams at on-campus test centers.

EARLY SUCCESS

You can influence potential, high-achieving students to enroll at your institution. With CLEP students can earn up to 12 credits in introductory courses.

CONVENIENCE

An on-campus test center offers your students the convenience of testing in a familiar environment.

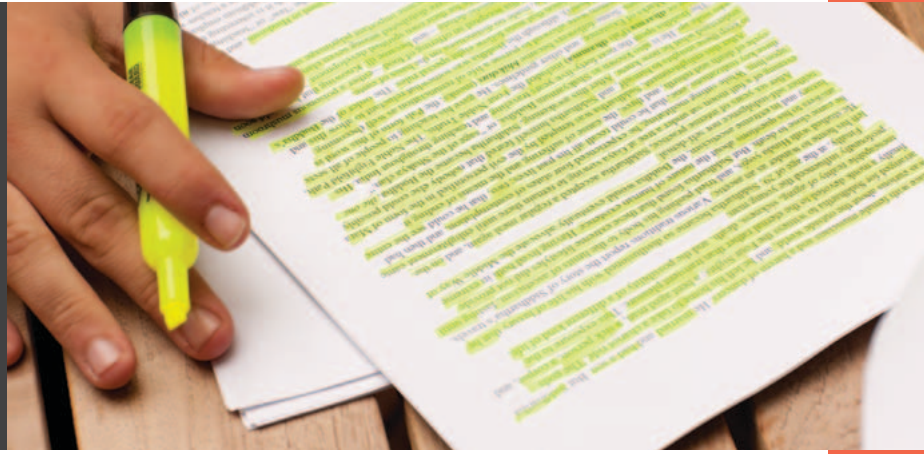
INCREASE IN REVENUE

Increased testing volume means increased revenue from administration fees. These fees can translate into funding for equipment, staff and other programs and can increase your test center's status on campus.

INSTANT SCORE REPORTS

Credit granting is made fast and easy. Students can make immediate decisions about subsequent course enrollment. Scores can be sent to the registrar's office electronically.

BY THE NUMBERS



> 92% GRADUATE ON TIME

92 percent of institutions offer PLA credits to provide a time-saving avenue for degree completion.¹²

> 50% DEGREE COMPLETION

Out of 67,425 students surveyed, more than 50 percent of PLA students earned a degree in seven years, compared to 21 percent of non-PLA students.¹³

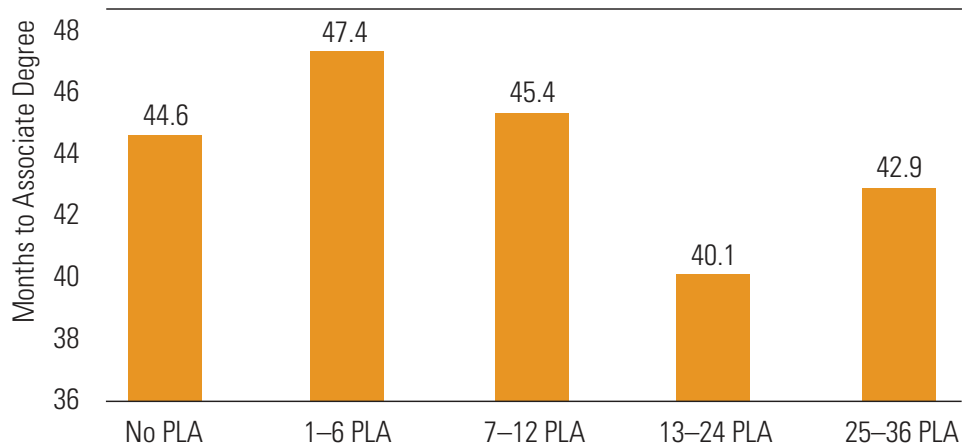
TEST CENTER ADMINISTRATORS

BY THE NUMBERS

> 4.5 MONTHS SAVED

PLA students who earned an Associate's degrees saved an average of 1.5 to 4.5 months to degree completion.¹⁴

Months to Degree by Number of PLA Credits



PROMOTING CLEP



- Share the benefits of CLEP with faculty and staff in various departments on your campus. Reinforce the fact that CLEP is a college retention and college completion tool.
- Apply to become a test center. For more information on how to become a test center, visit www.collegeboard.org/clep.
- Train your staff on how to implement the correct CLEP policies and procedures, reach volume goals and ensure that the test center is following all security requirements.
- Increase awareness of CLEP exams among students by featuring the CLEP testing schedule and credit-granting policy on your college's website or in the course catalog and other print materials.

TEST CENTER ADMINISTRATORS





"The University of Toledo Testing Center has been delivering the CBT CLEP exams for over 10 years. In addition to being a good revenue source, we appreciate the opportunity to be able to assist all types of students. For students just starting their college career to adults returning to school, students just needing those last few credits to graduate or seeking their degree online, the CLEP exams are a great way to help students reach their educational goals."

Karen Gries Robinson
Testing Programs Coordinator
The University of Toledo Testing Services



CLEP[®] RESOURCES

PROFESSIONAL DEVELOPMENT WEBINARS

CLEP has launched its new online Professional Development series, featuring topics of interest specific to faculty, advisers, enrollment managers, testing professionals and other professionals.

Participants will become familiar with CLEP benefits and best practices, and engage in deeper discussions about the validity and reliability of CLEP exams, the CLEP exam development process, and enhancements to the testing platform.

To register, visit www.collegeboard.org/clep.

ADMITTED CLASS EVALUATION SERVICE[™]

How can you be sure that students earning credit through CLEP are as qualified as those who complete your introductory courses?

The College Board's ACES[™] (Admitted Class Evaluation Service[™]) helps you determine how student performance on CLEP and other exams correlates with student performance in courses at your institution. With this information, you can determine the appropriate cut scores for placing proficient students into higher-level courses.

CLEP AT NATIONAL CONFERENCES

American Council of Education (ACE)

American Mathematical Association of Two-Year Colleges (AMATYC)

Association of Private Sector Colleges and Universities (APSCU)

Council on College Military Education (CCME)

National Association of College Advisors (NACA)

National College Testing Association (NCTA)

National Council for Community and Education Partnerships (NCCEP)

National Council of Teachers of English (NCTE)

The Council for Adult and Experiential Learning (CAEL)

UPCEA Career and Economic Development Forum

REFERENCES

¹ Council for Adult & Experiential Learning, *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcome* (March 2010). http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf

² Nancy K. Scammacca and Barbara G. Dodd, *An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program*, College Board Research Report No. 2005-5 (New York, The College Board, 2005). http://professionals.collegeboard.com/profdownload/pdf/051254RDCBReport05-5_050420.pdf

³ Brad Moulder, Abdulbaset Abdulla and Deanna L. Morgan. *Validity and Fairness of CLEP Exams*. College Board Research Report RN-22 (New York, The College Board, 2005). http://www.collegeboard.com/prod_downloads/highered/clep/validity-fairness-clep-exam.pdf

⁴ Council for Adult & Experiential Learning. *Underserved Students Who Earn Credit Through Prior Learning Assessment (PLA) Have Higher Degree Completion Rates and Shorter Time-to-Degree*. Ed. Rebecca Klein-Collins (April 2011). http://professionals.collegeboard.com/profdownload/CAEL_research_april_2011.pdf

⁵ The College Board, 2004 Survey. http://professionals.collegeboard.com/profdownload/CLEP_Candidate_Survey_2004-05.pdf

⁶ Dr. Robert Henson, *A Comparison of CLEP and non-CLEP Students with Respect to Time to Degree, Number of School Credits, GPA, and Number of Semesters* (February 2011). http://professionals.collegeboard.com/data-reports-research/cb/comparison_of_clep_and_nonclep

⁷ The College Board, 2004 Survey. http://professionals.collegeboard.com/profdownload/CLEP_Candidate_Survey_2004-05.pdf

⁸ Council for Adult & Experiential Learning. *Underserved Students Who Earn Credit Through Prior Learning Assessment (PLA) Have Higher Degree Completion Rates and Shorter Time-to-Degree*. Ed. Rebecca Klein-Collins (April 2011). http://professionals.collegeboard.com/profdownload/CAEL_research_april_2011.pdf

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¹⁰ Council of Adult and Experiential Learning, *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcome* (March 2010). http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf

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¹² Council of Adult and Experiential Learning. *Underserved Students Who Earn Credit Through Prior Learning Assessment (PLA) Have Higher Degree Completion Rates and Shorter Time-to-Degree*. Ed. Rebecca Klein-Collins (April 2011). http://professionals.collegeboard.com/profdownload/CAEL_research_april_2011.pdf

¹³ Council of Adult and Experiential Learning, *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcome* (March 2010). http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf

¹⁴ Council of Adult and Experiential Learning, *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcome* (March 2010). http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf



www.collegeboard.org/clep



About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

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