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Your Customized Reports Are Ready for Ordering

Summaries of 2008-09 testing and score send data have arrived.

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CLEP in Orientation: Real Results

A new case study highlights the benefits of introducing your students to CLEP when they first arrive on campus.

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How Credit-Granting Scores Are Set for CLEP Exams

In order to ensure exam validity, all exams undergo a regular standard-setting process.

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CLEP Names New Test Development Committee Members

Seventeen new members have joined the test development committees for the 2009-10 academic year.

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Changes to CLEP Information Systems and Computer Applications

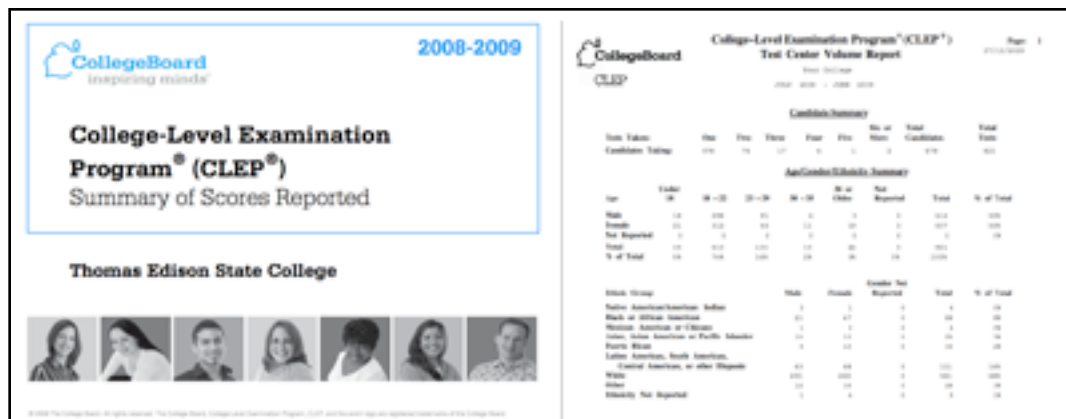
In September, a revised version of the Information Systems and Computer Applications examination was released to all test centers. [Read more >](#)

SAVE THE DATE

CLEP will exhibit at the [Council for Adult and Experiential Learning \(CAEL\) International Conference](#) in Chicago, November 18–20, 2009.

CLEP will present at the [2010 Council of College and Military Educators \(CCME\) Symposium](#) in Nashville, Tennessee, February 15–18, 2010.

Your Customized Reports Are Ready for Ordering



CLEP has released summaries of 2008-09 testing and score send data. You can order two reports, each one tailored to your college:

Summary of CLEP Scores Reported—presents data about the CLEP scores sent to your institution and about the students on your campus who take CLEP exams.

CLEP Test Center Volume Report—presents data about the exams your institution's CLEP test center administered.

These reports can help you evaluate the strengths of your CLEP program and identify areas of potential growth. Included on the ordering page is a sheet of suggestions for interpreting your reports, and for sharing them with others on your campus.

Visit the [CLEP Resource Center](#) to review sample data and to order your institution's reports.*

* If you've never visited the [CLEP Resource Center](#), you can request a username and password by sending an email to clep@collegeboard.org with "CLEP Resource Center password" in the subject line. Include your name, institution, title, and email address.

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CLEP in Orientation: Real Results



Orientation is the ideal time to offer your capable students an academic head start by encouraging them to take CLEP exams. Credit earned through CLEP can help those students satisfy introductory college requirements and move into upper-level course work sooner. Moving capable students ahead—and granting them credit for what they already know—can improve your college's



retention and completion rates. According to a 2006 report on degree completion, students are more likely to complete their degrees if they earn 20 or more credits by the end of the first year of enrollment.¹

CLEP's role in degree completion is confirmed in practice at Liberty University. Jim Wagner, Director of Testing at Liberty University, offers incoming freshman with high SAT® or ACT scores the opportunity to earn credit by taking a CLEP exam. He sends these students a letter and an email describing the program.

"We also make it easy for them to take CLEP tests by having six computers dedicated to CLEP and by offering testing sessions every school day," he notes.

Wagner has tracked the performance of these students in a 10-year longitudinal study. He finds that students who earned credit through CLEP have an average grade point average (GPA) of 3.34 and an 82 percent graduation rate—performing better than the general student population at Liberty.

CLEP offers [free brochures and resources](#) to include in your orientation packets. You can also sign up for a [free CLEP tabling kit](#) to use at student events.

Learn more about [CLEP in orientation](#).

¹Adelman, C., *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, Washington, D.C.: U.S. Department of Education, 2006.

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How Credit-Granting Scores Are Set for CLEP Exams

Each CLEP exam periodically undergoes a standards-setting process—a crucial calibration to ensure that test-takers are demonstrating a level of proficiency equal to, or higher than, what they would need to show in the equivalent course. In preparation for a standard-setting, CLEP convenes a panel of 15–20 college faculty members who teach in the appropriate discipline. The panelists begin by familiarizing themselves with CLEP in general and the exam under consideration, in particular.

Next, they are asked to define the characteristics of typical A, B, C, and D students in the equivalent class. For example, what are such students capable of doing or understanding? Through discussion, the panel agrees upon a set of definitions.

Panelists then begin a review of the exam questions, making a judgment on how many students at the B and C levels would answer each question correctly. (Only B and C levels are considered; CLEP only establishes recommendations for credit-granting scores at those levels.) After a first round of review, panelists discuss what they've seen, focusing especially on the items on which the panelists did not agree. A second round of review follows, during which panelists can change their initial ratings.

In the final part of the standard-setting process, the judges' ratings for all items are averaged together, and the result becomes the panel's recommended credit-granting score.

The [test development committee](#) for that exam then reviews the results of the panel's work, including the definitions of the typical A, B, C, and D students, and the ratings of the judges. The committee might make adjustments to the recommendations based on several factors, including historical performance of test-takers and statistical variations. The committee then determines a final credit-granting score, representing the number of questions a student must answer correctly in order to receive college credit. Later, this raw score is converted to a scaled score of 50 on CLEP's scoring scale of 20–80. A 50 is considered to be equivalent to a C in the college course, the same grade that most colleges would accept for transfer from another college.

CLEP exams are reviewed and updated on a regular basis to make sure that the content of each exam continues to align with the content covered in the equivalent college course.

For an in-depth examination of score setting and the entire test development process, please visit [CLEP test development online](#).

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CLEP Names New Test Development Committee Members

For the 2009-10 academic year, CLEP has appointed 17 new members to serve on its test development committees.

More than 600 faculty members from institutions across the country are involved in the CLEP [test development](#) and [standard-setting](#) processes. The development of each exam is overseen by a standing [test development committee](#) consisting of three or four faculty members, each of whom teaches the content covered in the exam. This committee reviews and shapes exam questions and specifications on a regular basis. Committee members are appointed for one-year terms, renewable for up to four years.

CLEP welcomes new committee members for the following exams:

American Government

Dr. Kara L. Lindaman, Winona State University

American Literature

Dr. John Alberti, Northern Kentucky University

Analyzing and Interpreting Literature

Dr. Booker T. Anthony, Fayetteville State University

Calculus

Dr. Richard D. West, Francis Marion University

College Mathematics

Dr. Tuncay Aktosun, University of Texas–Arlington

Dr. Helen E. Burn, Highline Community College

English Literature

Dr. Brian C. Lockey, St. John's University

Financial Accounting

Dean Willard H. Berry, University of Phoenix

History of the United States I and II

Dr. Melodie Andrews, Minnesota State University, Mankato

Information Systems and Computer Applications

Dr. Q Chung, Villanova University

Dr. Gerhard H. Steinke, Seattle Pacific University

Introductory Business Law

Dr. Patricia S. Wall, Middle Tennessee State University

Introductory Sociology

Dr. Dani A. Smith, Fisk University

Principles of Microeconomics and Principles of Macroeconomics

Dr. Kathryn S. Wilson, Kent State University

Precalculus

Dr. Donald A. Campbell, Middle Tennessee State University

Principles of Management

Dr. Nathan Himelstein, Essex County College

Social Sciences and History

Dr. Gary S. Elbow, Texas Tech University

See a complete list of the [current CLEP test development committee members](#) (.pdf/59K) for each exam. (*Requires Adobe Reader; latest version recommended.*)

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Changes to CLEP Information Systems and Computer Applications

In September, CLEP released a revised version of the Information Systems and Computer Applications examination to all test centers. The exam was updated to reflect pedagogical changes within the computer science discipline. For example, additional questions relating to business, social, and ethical implications were added.

Old exam specifications:

- 20% Computer/telecommunications hardware and hardware functions
- 15% Computer software/programming
- 10% Data management
- 20% Information processing management
- 30% Information technology applications in organizations
- 5% Social/ethical implications and issues

New exam specifications:

- 25% Information systems and office application software in organizations
- 20% Hardware and systems technology
- 15% Information systems software development
- 25% Programming concepts and data management
- 15% Business, social, and ethical implications and issues

Find out more about CLEP Information Systems and Computer Applications:

- [Read the exam description.](#)
- Sign in to the CLEP Resource Center* to read the [Test Information Guide for the exam](#)—including sample questions.

* If you've never visited the [CLEP Resource Center](#), you can request a username and password by sending an email to clep@collegeboard.org with "CLEP Resource Center password" in the subject line. Include your name, institution, title, and email address.

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