
Assessment Programs for Student Success

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Goals of Session

- Learn how CLEP and ACCUPLACER can be incorporated into supporting student success
- Identify Institution and Student Goals
- Discover what's new with CLEP and ACCUPLACER
- Share what is working
- Q & A

The College Board

History and Mission

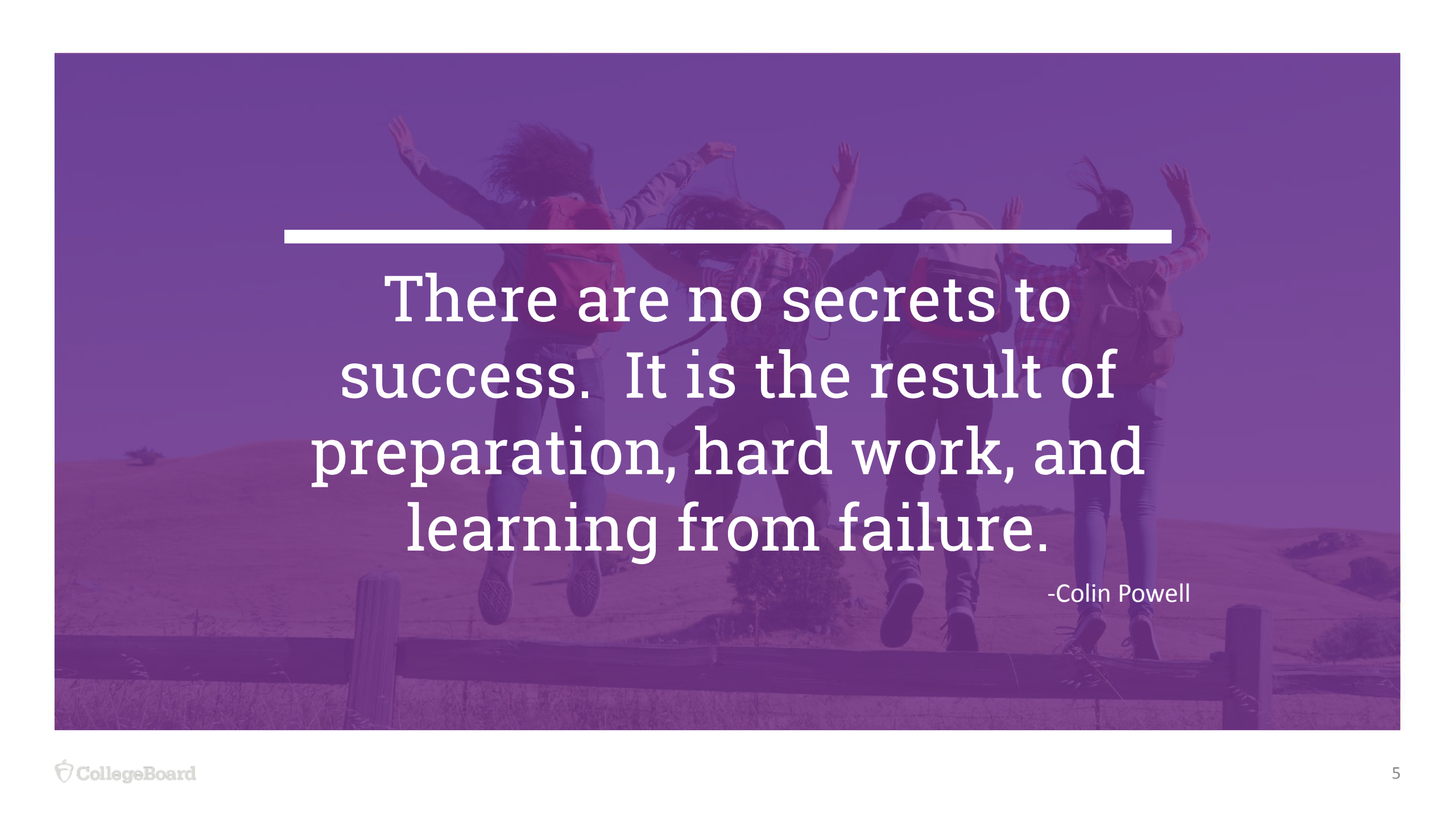
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- 100 year old not-for-profit membership based organization
 - Created by higher education officials to bring order to college admissions
 - 6,000 members including secondary, post-secondary and nonprofits
 - Mission:
 - Connect students to college success

Mission Accomplished

Prepare
Propel
Reach
Thrive



~~impossible~~
~~unachievable~~
~~unable~~

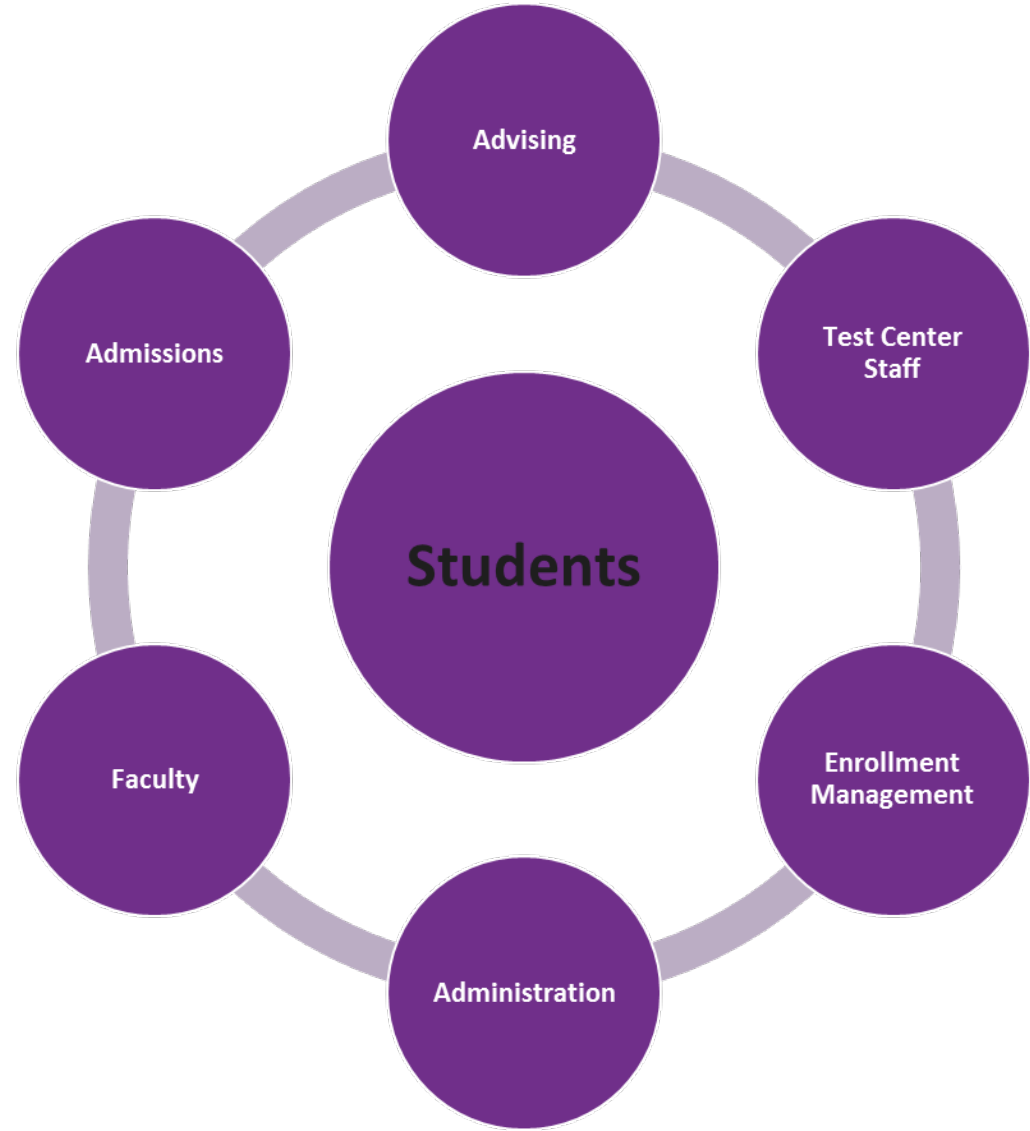
A photograph of four students jumping over a wooden fence in a field. The students are seen from behind, with their arms raised in the air, suggesting a moment of triumph or joy. They are wearing backpacks and casual clothing. The background shows rolling hills under a clear sky. The entire image is overlaid with a semi-transparent purple filter.

There are no secrets to
success. It is the result of
preparation, hard work, and
learning from failure.

-Colin Powell

Student and Institutional Goals

Everyone Has a Role



Goals

-
- What are your students' goals?
 - What are your institution's goals?
 - These goals can be **mutually** attainable!

Assessment Programs

A Little History: Placement Test vs Placement Program

Placement Testing

- Emphasis is on efficiency and speed
- Subject-area test focused on content knowledge and skills
- Single cut score—very little “other” information considered
- No emphasis on preparation; often not encouraged

Placement Program

- Multiple opportunities/methods allowed to prove college readiness
- Subject-area test is ONE piece of the puzzle
- New emphasis is on non-cognitive skills
- Preparation is strongly encouraged, sometimes even mandatory
- Campuses create “bubble zones” and use multiple measures

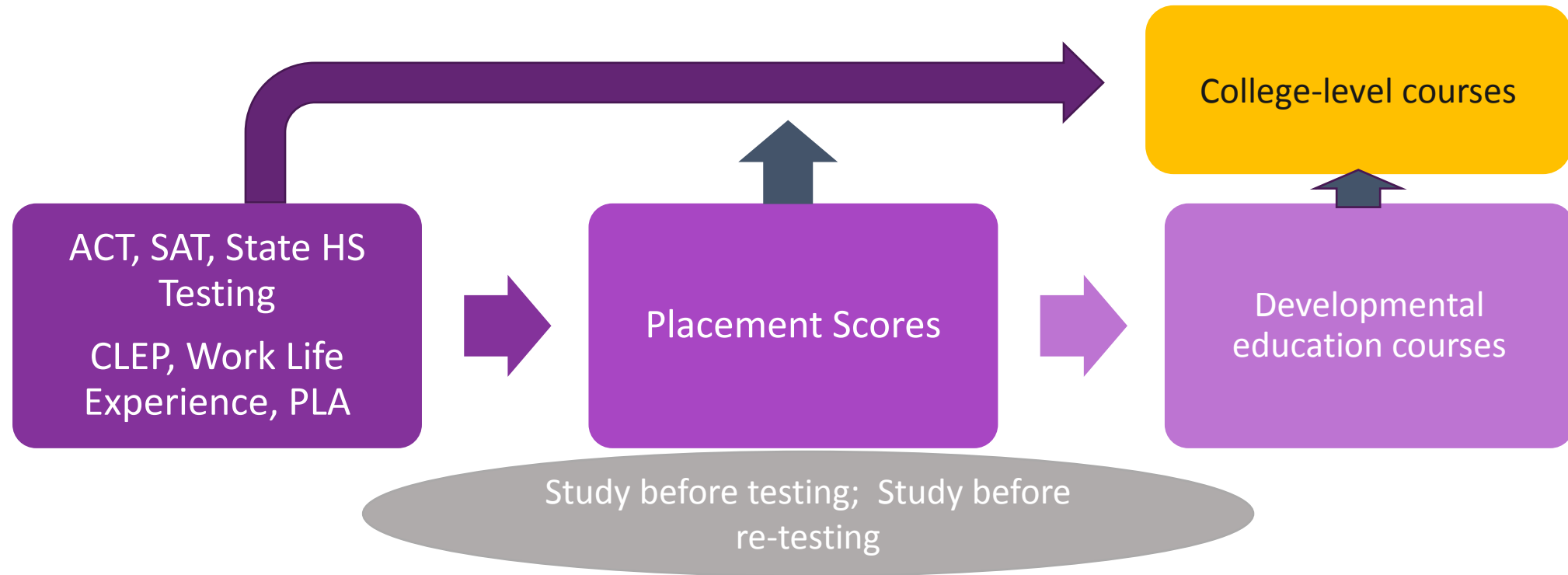
Course Placement Paradigm Shift

From a placement test process...



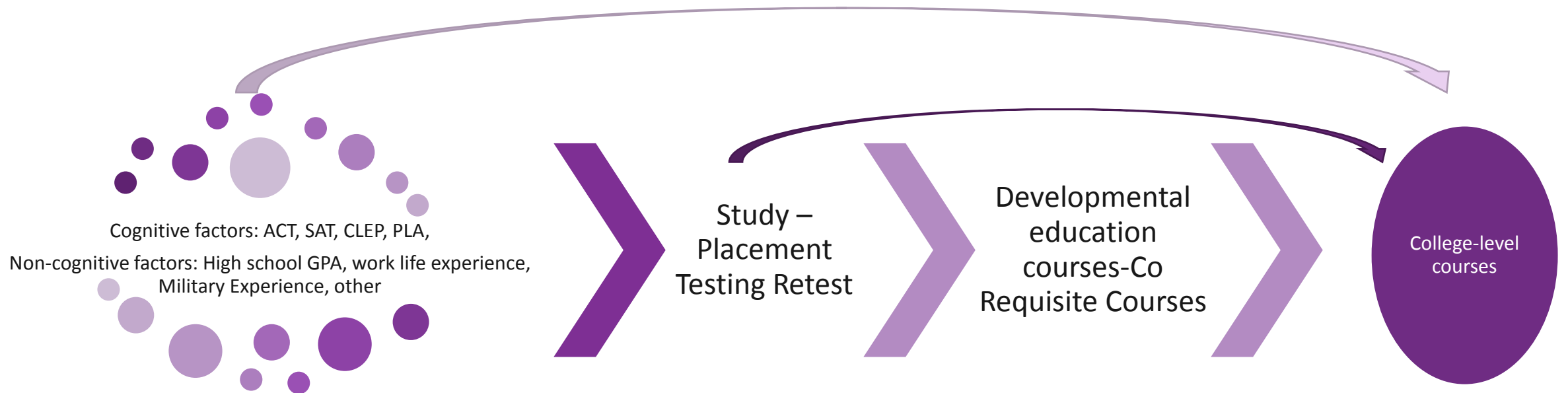
Course Placement Paradigm Shift (Cont'd)

To placement program...



Course Placement Paradigm Shift (Cont'd)

To a multiple measures/holistic course placement system/program



CLEP: Updates

Research.

- The College Board is excited to announce two new research studies that show the benefits of CLEP to students and institutions who value correct course placement and accelerated college completion.



Research #1.

Validating College Course Placement
Decisions Based on CLEP Exam Scores
(2017)

-
- Method:
 - Compared sequent and subsequent course performance for students who took CLEP and non-CLEP students across 10 universities.
 - CLEP exams in study included:
 - Analyzing and Interpreting Literature
 - Calculus
 - College Composition
 - College Algebra
 - Precalculus
 - Spanish Language
 - Course credit most commonly granted at ACE recommended CLEP exam score of 50.

Research #1.

Copy of complete study will soon be here: [ERIC.ed.gov](https://eric.ed.gov)

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- Findings:
 - For all subjects studied, students who earned credit through CLEP performed as well or better than students who took the comparable introductory course at that institution.
 - Results support the use of CLEP exams for awarding students course credit and placement into more advanced courses.

Research #2.

CLEP Me Out of Here: The Impact of Prior Learning on College Completion (2017)

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- **Method:**
 - Evaluated causal impact of earning credit through CLEP on degree completions
 - Compared CLEP test takers earning a score of 50 to those who did not earn a score of 50
 - **Findings for earning college credit through CLEP:**
 - Associate Degree: 17% increase in degree completion for students enrolled at two-year college.
 - Bachelor Degree: 2.6% increase in degree completion for students enrolled at four-year colleges.

Research #2.

Performance of Subpopulations


Full study:

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2933695

- Findings for enrollees in a two-year college:
 - Students over age 24
 - 19.5% more likely to obtain an associate's degree
 - Homeschooled students
 - 62.8% more likely to obtain an associate's degree
 - Military Service members
 - 18.1% more likely to obtain an associate's degree.

Modern States

www.modernstates.org



MODERN STATES

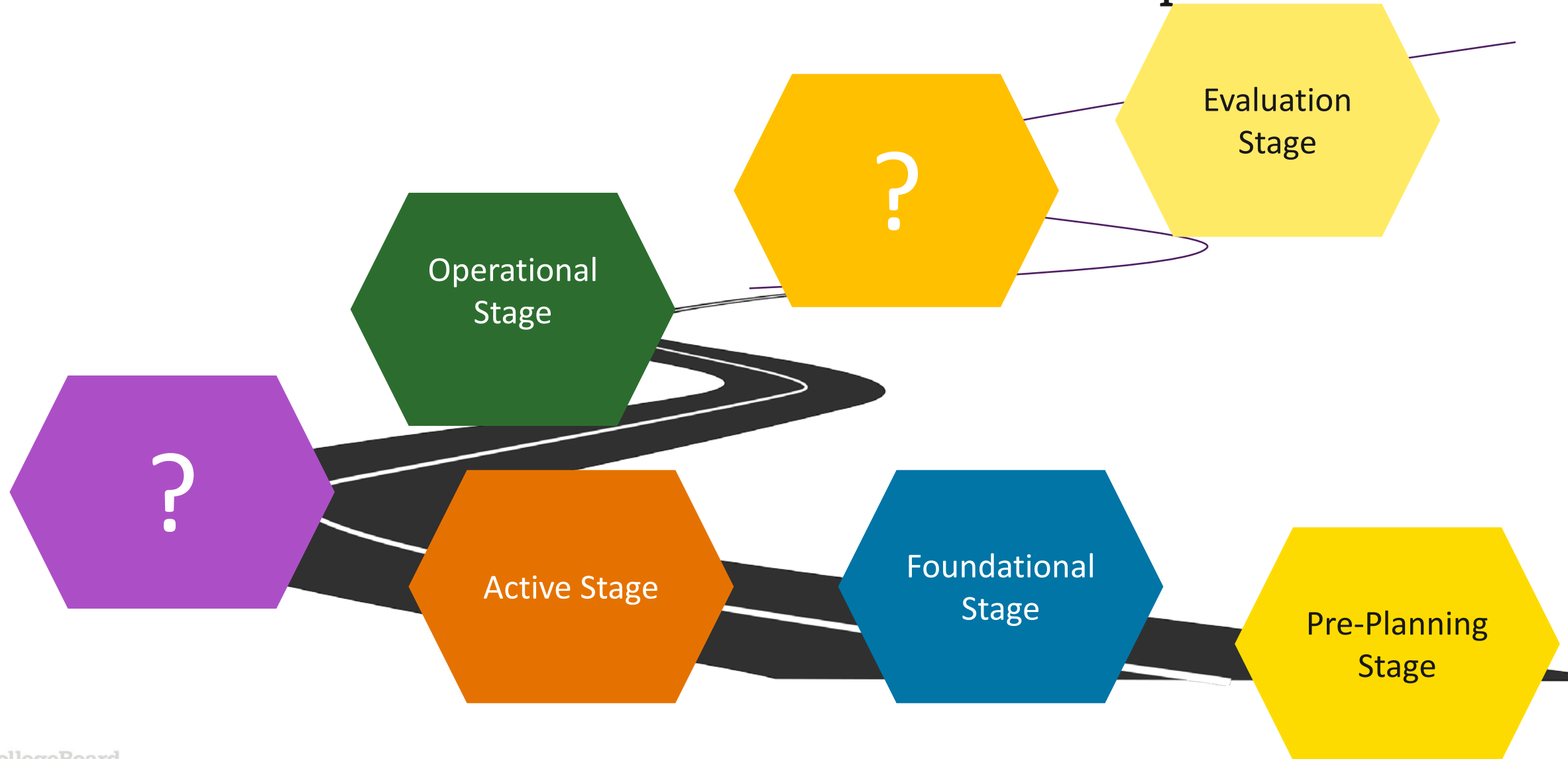
Analyzing and Interpreting Literature

Enroll Now

- Modern States is a non-profit organization committed to promoting “Freshman Year for Free”
 - CLEP is a key strategy in their campaign
- CLEP exams have free corresponding courses
 - Fully on-line, self- paced
 - No costs at all – including course materials
 - Pay for 1st 10,000 CLEP exams
- Tennessee:
 - The Ayers Foundation: 1st charitable partner
 - Make post-secondary education accessible and affordable for Tennessee high school students
 - Henderson, Decatur, Perry and Unicoi counties
- <http://www.marketwired.com/press-release/ayers-foundation-signs-on-as-first-charitable-partner-modern-states-education-alliance-2235900.htm>

ACCUPLACER: Updates

Next-Generation ACCUPLACER Transition Roadmap



Transition Timeline

SAMPLE



ACCUPLACER

NEXT-GENERATION ACCUPLACER TRANSITION WORKSHEET

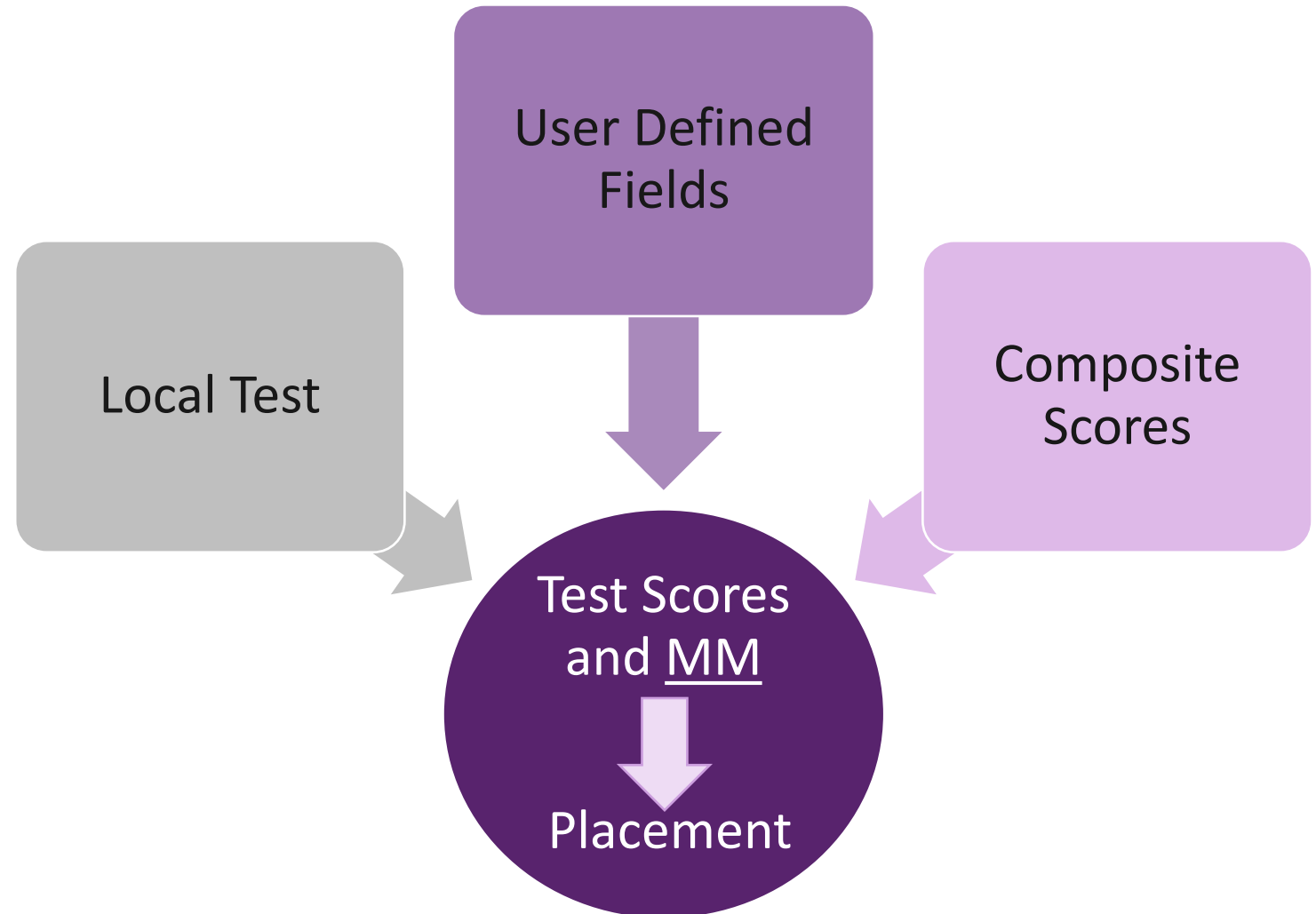
ACTIVITY	SUGGESTED TIMELINE	ASSIGNED PARTY
1. Information sharing with campus level stakeholders a. Assemble steering committee that will review current placement program policy and guide transition	Summer 2017	Testing Director
2. Research IT's required timeline to add ACCUPLACER updates to the upload process of their work plan	Summer 2017	Testing Director
3. Set 'Go Live' date. Develop timeline and work backwards from that date (i.e. Jan 2019)	Summer 2017	Steering Committee
4. Participate in Concordance Research Study (optional)	August – October 2017	Testing Director
5. Encourage faculty to take Next-Generation ACCUPLACER exams	August - October 2017	Faculty and Testing Director
6. Establish course placement benchmarks for college level and developmental courses, as well as course pre-reqs a. Conduct one day workshop for each discipline (State Level) b. Conduct stakeholder meetings with department faculty regarding pre-reqs	October 2017 – February 2018	Faculty Campus Leadership Testing Director
7. Course placement revision process • Submit course placement score changes for approval. Include: faculty, deans, campus committees (i.e. Academic Affairs and Standard Council, Faculty Senate, Shared Governance, unions, etc) • Curriculum Specialist • Master Scheduler • Registrar	TBD	System Office Faculty Testing Director
8. Build 2019 course schedule/catalog to include course placement level pre-req changes for the 1 st semester that you will apply the new course placement scores.	January 2018	Registrar College Scheduler
9. Update local college/university policies and procedures as needed	February – March 2018	Faculty and Deans

Multiple Measures

Examples:

Non-cognitive factors/grit
HS GPA/transcript
HS exit exams
ACT/SAT
Transfer credits/PLA credits
Faculty authored Local Tests
Other assessments

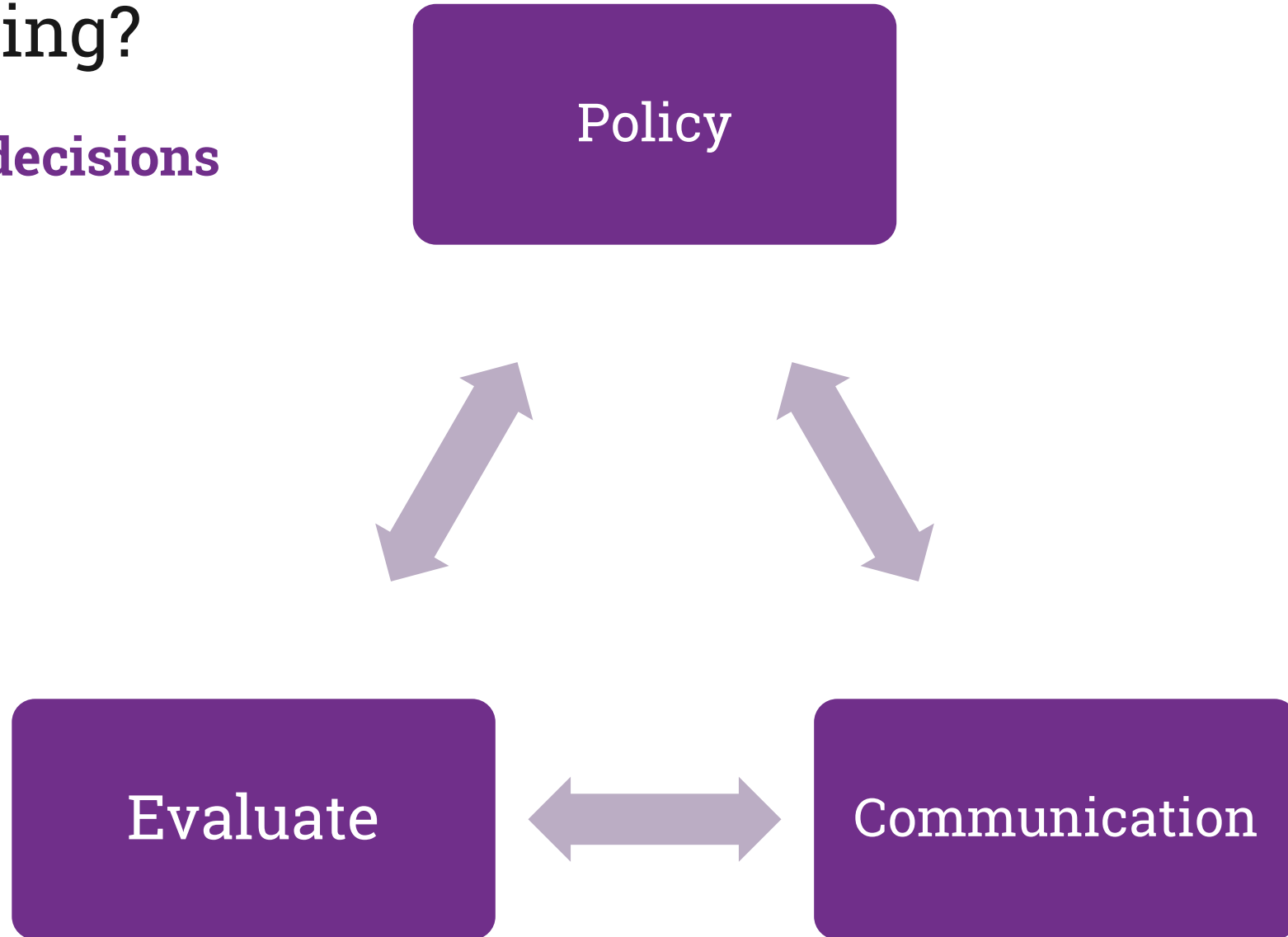
Will multiple measures be used—and what measures will be included?



Final
thoughts...

Is it Working?

Data driven decisions



Thank You!

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