

Fall 2016
CLEP & DSST Faculty Conference
Lowry Conference Center

November 4, 2016

Content Area Breakout Session:

WRITTEN COMMUNICATION

Instructions & Scribe Sheets

WiFi: CCCS Public

Faculty Chair: Jessica Parker

Scribe: Tobi Jacobi and Sue Doe

BREAKOUT GROUP INSTRUCTIONS

- I. Breakout Session “PACKETS”:
 - a. Sign-in Sheet
 - b. DSST Exam Content Fact Sheets
 - c. Faculty reviews of CLEP and DSST exams
 - d. Flash drive with assorted documents

- II. Select A CHAIRPERSON and A SCRIBE for your group; please be sure that the chairperson and the scribe are not the same person:
 - Chair facilitates the discussion and keeps the group on track.
 - Scribe records the group’s responses, comments, discussion. Use the attached pages or record notes electronically (see flash drive).
 - **The scribe’s sheets must be turned in to CDHE staff at the end of the conference or emailed to Maia Blom (maia.blom@dhe.state.co.us).**



III. **Goals of the session:**

- A. For each CLEP & DSST exam in your content area(s), can you agree to the ACE recommended cut scores and amounts of credit to award? If not, give justification.
- B. For each CLEP & DSST exam in your content area(s), do you agree with the corresponding GT Pathways content area on the table? If not, why not and what GT Pathways content area should it be?
- C. What is the “equivalent” course at your institution? (Or, if there is no equivalent, what is the generic transfer equivalency?)”

GT Pathways Content Area(s)	CLEP Exam(s)	DSST Exam(s)
GT-HI1: History	<ul style="list-style-type: none"> • History of the US I (Early Colonization to 1877) • History of the US II (1865 to the Present) 	<ul style="list-style-type: none"> • The Civil War & Reconstruction • A History of the Vietnam War
GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture or Social Frameworks	<ul style="list-style-type: none"> • American Government • Intro Psych • Intro Sociology 	<ul style="list-style-type: none"> • Ethics in America • Introduction to World Religions • Human/Cultural Geography • Lifespan Developmental Psych
GT-AH2: Literature & Humanities GT-AH4: World Languages	<ul style="list-style-type: none"> • Analyzing & Interpreting Lit • French - Level 2 • Spanish - Level 2 	
GT-CO1: Written Communication	<ul style="list-style-type: none"> • College Composition • College Composition Modular 	
GT-SC2: Natural & Physical Sciences (w/o Lab)	<ul style="list-style-type: none"> • Biology 	<ul style="list-style-type: none"> • Astronomy • Environment & Humanity
GT-MA1: Mathematics	<ul style="list-style-type: none"> • College Algebra • College Mathematics 	<ul style="list-style-type: none"> • Fundamentals of College Algebra • Principles of Statistics

A. **Notes & Discussion:**

Recommendations from Composition/Rhetoric Faculty: While we do not see CLEP composition exams as being equivalent to CO1 or CO2, nor a reflection of actual writing



ability at any level, if we are required to recommend the ability to earn credit, we suggest the following guidelines.

- Students taking the CLEP composition or composition modular exams may earn 3 credits of CO1 with a score of 60. Faculty feel that 50 is an inadequate score to demonstrate written competency.
- Faculty feel strongly that there must be a written component in order for CLEP credit to be granted.

Neither CO2 nor CO3 credit should not be granted for the CLEP composition or composition modular exam with any score. Our rationale is that the CO2 and CO3 content and competency criteria is not met by the CLEP composition or composition modular exams. Our chair, Jessica Parker, is willing to answer questions from GEC or absent institutions.

We also recognize that there is little available data on the impact of CLEP on student learning, retention, and graduation. We encourage the CDHE to support and fund research. We would be happy to review the findings in the future and reassess the role of CLEP in written competency.

Rather than making schools uniformly do the same thing, Modular with In-House Essay or College Composition, we will accept either but each institution must choose one or the other in order to require writing in the examination. Schools in Colorado that choose Modular with In-House Essay can continue to do so and the rest of the institutions in CO will accept the Modular with In-House Essay approach from students coming from these locations because the essay will have been vetted by Colorado colleagues. We will not necessarily accept Modular with In-House Essay CLEP exam as sent from a non-Colorado school since there can be no assumption of shared approaches with the assigned writing. In turn, Colorado institutions that do Modular with In-House Essay will also accept transfer from the College Composition Exam if the sending institution is a Colorado school. In short, this means that Colorado institutions will accept either the Modular with In-House Essay or the Composition Exam if the sending institution is also a Colorado college or university.

