ACADEMIC SUCCESS IN HIGHER EDUCATION
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HIGHER EDUCATION
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 1,800 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.
CpE 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)
“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.”

_Fueling the Race to Postsecondary Success, 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
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.
56% DEGREE COMPLETION
Out of 62,475 students surveyed, 56 percent 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
**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

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**Race/Ethnicity, PLA and Time to Bachelor’s Degree**

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**Months to Bachelor's Degree**

- No PLA
- 1–6 PLA
- 7–12 PLA
- 13–24 PLA
- 25–36 PLA
- 37–48 PLA
- 49+ PLA

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**BY THE NUMBERS**
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
Dr. 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 Bernadino
Dr. Jennifer A. Ho
University of North Carolina - Chapel Hill

Analyzing and Interpreting Literature
Dr. Booker Anthony
Fayetteville State University
Dr. Robin Inboden
Wittenburg University
Dr. Rebecca L. Laroche
University of Colorado at Colorado Springs

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
Dr. Sharon Sledge
San Jacinto College
Dr. Chaim Goodman-Strauss
University of Arkansas

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. April Gentry
Savannah State University
Dr. Peggy B. Jolly
University of Alabama at Birmingham

College Mathematics
Dr. Tuncay Aktosun
University of Texas at Arlington
Dr. Frank A. Bauerle
University of California - Santa Cruz
Dr. Helen Burn
Highline Community College

English Literature
Dr. Phebe Jensen
Utah State University
Dr. Joel Pace
University of Wisconsin
Dr. Karen Prior
Liberty University

Financial Accounting
Mr. Willard Berry
University of Phoenix
Dr. Lynn Clements
Florida Southern College
Dr. Robert DePasquale
Saint Vincent College

French Language
Dr. Hollie M. Harder
Brandeis University
Dr. John Moran
New York 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. Patrick Spero
Williams College
Dr. 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
Dr. Edward Uehling
Valparaiso University
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

Information Systems and Computer Applications
Dr. Tammy Arthur  
*Mississippi College*
Dr. Robert Cerveny  
*Florida Atlantic University*
Dr. Q. B. Chung  
*Villanova University*
Dr. Vicky Seehusen  
*Metropolitan State College of Denver*
Dr. Patricia Sendall  
*Merrimack College*

Introduction to Educational Psychology
Dr. Diane Finley  
*Prince George’s Community College*
Dr. Bethany K.B. Fleck  
*Metropolitan State University of Denver*
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. Andrew Johnson  
*Park University*
Dr. Jane Noll  
*University of South Florida*
Dr. Juan Salinas  
*University of Texas at Austin*

Introductory Sociology
Dr. Rebecca L. Bordt  
*DePauw University*
Dr. Rebecca Erickson  
*University of Akron*

Dr. David Locher  
*Missouri Southern State 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. Hamide Dogan  
*University of Texas at El Paso*
Dr. Lisa Townsley  
*University of Georgia*

Principles of Macroeconomics and Principles of Microeconomics
Dr. Robert Eisenstadt  
*University of Louisiana – Monroe*
Dr. 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. Janice M. Karlen  
*City University of New York, LaGuardia*

Dr. DeAnna S. Kempf  
*Middle Tennessee State University*
Dr. Fred Miller  
*Murray State University*

Social Sciences and History
Dr. Scott A. Ditloff  
*University of the Incarnate Word*
Dr. Gary Elbow  
*Texas Tech University*
Dr. Juliet Elu  
*Spelman College*
Dr. Thomas Zoumaras  
*Truman State University*

Spanish Language
Dr. Yaw Agawu-Kakraba  
*Pennsylvania State University – Altoona College*
Prof. Vanessa Lago-Barros  
*SUNY Rockland Community College*
Dr. Jose Hernandez  
*University of Texas – Pan American*
Dr. Amy Rossoombo  
*University of Kansas*

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
<table>
<thead>
<tr>
<th>History and Social Sciences</th>
<th>ACE Recommended Score</th>
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<td>Principles of Macroeconomics</td>
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<td>Principles of Microeconomics</td>
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<td>50</td>
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<td>Social Sciences and History</td>
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<td>Western Civilization I: Ancient Near East to 1648</td>
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<td><strong>Semester Hours</strong></td>
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<td><strong>Composition and Literature</strong></td>
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<td>American Literature</td>
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<td>50</td>
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<tr>
<td>Analyzing and Interpreting Literature</td>
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<td>50</td>
<td>6</td>
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<td>College Composition</td>
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<td>College Composition Modular</td>
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<td>3 or 6</td>
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<td>English Literature</td>
<td>62</td>
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<td>Humanities</td>
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<td>French Language, Level 2</td>
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<td>German Language, Level 1</td>
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<tr>
<td>Spanish Language, Level 2</td>
<td>68</td>
<td>63</td>
<td>12</td>
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</table>
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.”

Underserved Students Who Earn Credit Through PLA Have Higher Degree Completion Rates and Shorter Time-to-Degree, 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
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 $80, 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.
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.  

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

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.
72% DEGREE COMPLETION

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

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**By the Numbers**

<table>
<thead>
<tr>
<th>Number of Semesters Enrolled</th>
<th>A.A. and B.A. students combined</th>
<th>A.A. students only</th>
<th>B.A. students only</th>
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</thead>
<tbody>
<tr>
<td>Difference between CLEP and non-CLEP in Number of Semesters Enrolled</td>
<td>0.61*</td>
<td>0.84*</td>
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<table>
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<th>Cumulative GPA</th>
<th>A.A. and B.A. students combined</th>
<th>A.A. students only</th>
<th>B.A. students only</th>
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<tr>
<td>Difference between CLEP and non-CLEP in Cumulative GPA</td>
<td>0.15*</td>
<td>0.13*</td>
<td>0.16*</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Credits Obtained</th>
<th>A.A. and B.A. students combined</th>
<th>A.A. students only</th>
<th>B.A. students only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference between CLEP and non-CLEP in # Credits Obtained</td>
<td>1.46*</td>
<td>3.51*</td>
<td>0.09*</td>
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</table>

<table>
<thead>
<tr>
<th>Time to Degree (in Semesters)</th>
<th>A.A. and B.A. students combined</th>
<th>A.A. students only</th>
<th>B.A. students only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference between CLEP and non-CLEP in Time to Degree (in Semesters)</td>
<td>0.91*</td>
<td>1.34*</td>
<td>0.62*</td>
</tr>
</tbody>
</table>

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**Race/Ethnicity, PLA and Time to Bachelor’s Degree**

| Black Non-Hispanic | No PLA 1–6 PLA 7–12 PLA 13–24 PLA 25–36 PLA 37–48 PLA 49+ PLA 50 |
|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 50                 | 45               | 40               | 35               | 30               | 25               | 20               |
| 15                 | 10               | 5                | 0                | 0                | 0                | 0                |

| Hispanic White Non-Hispanic | No PLA 1–6 PLA 7–12 PLA 13–24 PLA 25–36 PLA 37–48 PLA 49+ PLA 50 |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 50                          | 45               | 40               | 35               | 30               | 25               | 20               |
| 15                          | 10               | 5                | 0                | 0                | 0                | 0                |

**Financial Aid, PLA and Graduation Rates**

- **Received Financial Aid PLA Student (n = 1,747)**
  - Associate Degree: 10%
  - Bachelor’s Degree: 72%
  - No Degree: 17%

- **Received Financial Aid Non-PLA Student (n = 9,917)**
  - Associate Degree: 8%
  - Bachelor’s Degree: 16%
  - No Degree: 75%
– 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.
“Students who earned credit through CLEP generally had higher overall GPAs at the terminus of their undergraduate education.”

* A Comparison of CLEP and nonCLEP Students with Respect to Time to Degree, Number of School Credits, GPA, and Number of Semesters, 2011 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
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 $80, 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.
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 on average between 2.5 and 10.1 months of time in earning their degrees, compared to non-PLA students earning bachelor’s degrees.¹⁰
8X 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.71

Race/Ethnicity, PLA and Graduation Rates

Hispanic Non-PLA Students
Hispanic PLA Students
– 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.
“Prior Learning Assessment is a student recruitment tool and a magnet for student enrollment.”

*Fueling the Race to Postsecondary Success, 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
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.
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
4.5 MONTHS SAVED

PLA students who earned an associate degree saved an average of 1.5 to 4.5 months to degree completion.¹⁴

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**Months to Degree by Number of PLA Credits**

<table>
<thead>
<tr>
<th>No PLA</th>
<th>1–6 PLA</th>
<th>7–12 PLA</th>
<th>13–24 PLA</th>
<th>25–36 PLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.6</td>
<td>47.4</td>
<td>45.4</td>
<td>40.1</td>
<td>42.9</td>
</tr>
</tbody>
</table>

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¹⁴ BL, “PLA saves students time, money.”
– 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.
“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
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

Accreditation Council for Business Schools and Programs
American Council of Education (ACE)
American Mathematical Association of Two-Year Colleges (AMATYC)
Council of College and Military Educators (CCME)
Department of Defense Worldwide Education Symposium
National Academic Advising Association (NACADA)
National College Testing Association (NCTA)
National Council for Community and Education Partnerships (NCCEP)
National Council of Teachers of English (NCTE)
Teachers of English to Speakers of Other Languages (TESOL)
The Council for Adult and Experiential Learning (CAEL)
UPCEA Career and Economic Development Forum
ENDNOTES


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


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 over 6,000 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.