

Fall 2016  
CLEP & DSST Faculty Conference  
Lowry Conference Center

November 4, 2016

Content Area Breakout Session:

Arts & Humanities

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Instructions & Scribe Sheets

WiFi:           CCCS Public

Faculty Chair:                   Roze Hentschell

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Scribe:           Kathy Deakin

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

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A. **Notes: Roze Hentschell, CSU; John Didier, CSU; Nick Morris, CCD; Ann Bentz, UNC; Veronica Chavez, ACCD; Kathy Deakin, MSUDenver**

1. **Analyzing and Interpreting Literature: We measured the exam against the GtPathways content competencies in writing and critical thinking—there was**



concern about the fact that the CLEP exam does not have a written requirement (although one is optional).

The entire group agrees that there needs to be a writing assessment—GtP competencies require this assessment.

**Recommendation:** We agree that a score of 50 is acceptable IF—and only IF—the optional essay is required and assessed by the institution. We also recommend that the institution determine towards which category this credit be applied.

2. French and Spanish—The CLEP exam is designed to award credit for beginning language credit—GtP credit is intermediate level. Even at the 100 level, the exam is incomplete. Communicative standards for foreign language courses cannot be measured with this exam and Culture is not measured with this exam. Some of the vocabulary is outdated on the French exam. Quality and rigor of the CLEP is not consistent with how students earn college credit; the exam focuses only on comprehension, but not on student language production.

**Recommendation:** We agree that CLEP might be an acceptable option for 100 level credit IF a communicative component is added. This exam should SHOULD NOT be used for placement, each institution should prepare and require a secondary placement.

3. Philosophy/Ethics—DSST The test appears “to miss the point” that ethics is about discovering and assessing the reasons for ethical decisions or conclusions, this assessment does not measure either of those. Additionally, there is no writing component for this assessment. Gt Content—respond analytically and critically to ways of thinking by addressing one or more of the following: logic, ethics, and the questions dealt with by leading philosophers and/or theologians... Gt Competencies: Critical Thinking; use information to



describe a problem/issue; evaluate the relevance of context when presenting a position; identify assumptions; analyze one's own or others' assumptions; establish a conclusion; reflect on implications and consequences. Many, if not all, of the aforementioned competencies would best be measured through a written assessment. More importantly, the group agrees that ethics are most effective when discussed in a classroom setting.

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**Recommendation:** The group agrees that this assessment should not be accepted for credit because it does not assess the processes involved in understanding the reasons behind and within ethical determinations.

4. World Religions–DSST: While reviewing the exam, several members noticed multiple inaccuracies and questions that could be answered in multiple ways. Therefore, we could not accept an exam with ambiguities and inaccuracies

**Recommendation:** The group agrees that this assessment should not be accepted for credit.

5. Overall Feedback: Neither exam can measure “assumptions” (SLO 2 for critical thinking) nor can they measure one’s analysis of those assumptions.

Additional, SLO 5 attempts to measure reflection on implications; neither exam appears to do that. Without a discursive element (the classroom) one cannot develop the ability to think critically about content.

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