

Fall 2016  
CLEP & DSST Faculty Conference  
Lowry Conference Center

November 4, 2016

Content Area Breakout Session:

**SOCIAL & BEHAVIORAL SCIENCES**

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**Instructions & Scribe Sheets**

WiFi:        CCCS Public

Faculty Chair:     Allison Hagood

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Scribe: ShawnaLee K. Washam

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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:

- 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.
- 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?
- 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:

Discussion

- Courney & Elsa: recommend Ethics in America & World religions deferred to the GT-AH2 discussion team (John took the message to that group)
- B. PPCC & NJC do regular CLEP due to proximity to military bases and have NEVER had a student achieve a successful score
- C. DSST does not adequately assess critical thinking and ability to apply diverse global learning, but could be used in conjunction with a full portfolio that more adequately addresses these skills; in psychology, this would be committee recommendation
- D. If we are accountable to GT pathways, how are these tests meeting the critical thinking and global diverse learning objectives? Could this be a local issue vs. a statewide issue? Because of the new requirements, including written communication, this committee finds that these standardized tests do not fully assess these objectives.
- E. We notes that a disconnect exists between standardized tests themselves, such as the AP as well as the CLEP.
- F. CSU has foreign student population studying for and taking CLEP with many passing in CHEM and BIO
- G. Legislation mandates that we have a test out option, does not have to be one standardized test, however.
- H. Would a transfer college/university accept CLEP as part of the major within the AA and the AS?



- I. Who takes CLEP? Military, home schooled students, adult learners; these are important issues, but beyond our scope today.
- J. Vote: Allison motions that cut score for Intro Soc, Intro PSY is 54 on CLEP Joan seconds Discussion: AP test accepted at C level, we would recommend increase of the standard for a higher score to more adequately compensate for the lack of assessment of the GT Pathways competencies of critical thinking and diversity in global learning, and significant high-impact educational practices: motion passes 8-0-0.
- K. Discussion: American Government curriculum is not adequately assessed by the CLEP: e.g., no current text treats levels of government the same way as the CLEP does; the test appear not to have been adequately revised since 2004 and is in some cases based on 1995 research; is out of date; GT Pathways competencies of civic engagement, critical thinking, as well as significant high0impact educational practices, not addressed either. Also, we recommend the state revisit this issue when the CLEP is revised to address disciplinary norms. Motion: the group moves that the CLEP in its current form not be accepted for American Government credit. Approved: 8-0-0
- L. Developmental Psych discussion: DSST was taken by faculty recently and questions were generally low level on Bloom's taxonomy appearing more applicable to 100-level coursework than 200-level; does have reasonable breadth but lacks depth. As noted in large discussion, no available data exists to assess the use of the DSST in this content area. Motion: the group moves, that the DSST, not be accepted for Lifespan Development equivalent. Should CDHE override this recommendation, we recommend that the DSST cutoff be the score of 434, a B level, to mitigate or compensate for the limitations of the test. Motion passed: 7-0-0



**M. Human/Cultural Geography discussion: DSST was taken by faculty recently and questions were generally low level on Bloom's taxonomy appearing more applicable to high-school curriculum than 100-level college credit; does not have reasonable breadth nor depth. DSST does not contain a writing requirement nor a spatial analysis which is critical to the study of geography. DSST does not adequately assess required competencies of either human geography or world regional geography. According to faculty, geographers usually ask map questions, location analyses, and significance of location (the human environment interaction). We were concerned to note that none of these three concepts were included in the DSST. As noted in large discussion, no available data exists to assess the use of the DSST in this content area. Motion: the group moves, that the DSST, not be accepted for Human/Cultural Geography equivalent due to these egregious omissions. Approved: 7-0-0.**

**Allsion moves that the five discussions be submitted to the CDHE. Seconded by Elsa and Roseanne. Approved: 7-0-0.**

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Final Comment from work team: There are consistent weaknesses and limitations across all tests reviewed in the Social and Behavioral Sciences, in both the CLEP and DSST programs. Specifically, four themes emerged across these tests:

1. The tests do not adequately cover the course content of their associated courses. The tests differ from the content standards of the disciplines being assessed.
2. Because the tests rely exclusively on multiple choice items, important skills assessed via writing are neglected. While we recognize that multiple-choice items may be written to address higher order processing, we do not judge these to be sufficient to assess skills and competencies developed in the associated courses. Therefore, the tests are necessarily limited in terms of their comparability to courses.
3. The tests do not address the newly established SS-1, SS-2, and SS-3 GT Pathways competencies. Therefore, the previously established cutoff scores for the CLEP and DSST tests should be reviewed, leading to our recommendations.
4. The tests do not adequately assess higher order thinking, as articulated in Bloom's Taxonomy; mastery of the material; or evidence of significant high-impact educational practices, as articulated in the CDHE content criteria for Social and Behavioral Sciences.

