

SIUE New REALITY Work Team Reporting Template

Final Reports are due 1/10/14

Submit to pcobb@siue.edu

Work Team: Competency Based Education/Prior Learning Assessments
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Introduction:

The New REALITY committee on Competency Based Education/Prior Learning Assessments met between October and December 2013 to review the state of CPE/PLAs at SIUE and offer recommendations to the Provost on the future of CPE/PLAs at SIUE.

As part of our deliberations, we noted the inroads SIUE has made over the past ten years in general education reform and in the restructuring of the university's undergraduate assessment structure. In this light, we hope that all changes to the university's CBE/PLA policies take into account these broad, university-wide improvements that distinguish SIUE from its peer institutions as an institution of academic excellence.

To generate the following recommendations, the committee considered three factors:

1. The competencies and outcomes we expect of our graduates.
2. The state of CBEs/PLAs at SIUE
3. The extent to which CBE/PLA opportunities can be expanded at SIUE in alignment with the competencies and outcomes expected of graduates.

Summarize what SIUE has been doing in the area under consideration by your work team. Please investigate the scope and success of SIUE's prior efforts. (Bullet points are fine.)

SIUE has comprehensive expected **competencies and outcomes** for graduates.

a. According to the Lincoln Plan, students who complete our general education program acquire general competencies in the following areas:¹

Breadth Areas:

Life Sciences (LS), Physical Sciences (PS), Social Sciences (SS), Fine and Performing Arts (FPA), Humanities (HUM), and Information and Communication in Society (ICS)

Experiential Areas:

Global Cultures (GC), US Cultures (USC), Health (H), and Laboratory (LAB), New Freshman Seminar experience (NFS).

b. And all graduates of SIUE who receive the baccalaureate degree will have:²

a solid foundation for intellectual development and an ability and desire to make contributions to society...[as]...well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, health and well-being, and self-assessment; and who will pursue life-long learning.

c. And will acquire "the following abilities and knowledge...through their general education and study in their academic majors and minors:"³

Analytic, Problem-solving, and Decision-making Skills

Oral and Written Communication Skills

Foundation in Liberal Arts and Sciences

Value of Diversity

Scientific Literacy

Ethics

Preparation in an Academic or Professional Discipline

¹ http://www.siue.edu/provost/generaleducation_old/pdf/BIC_Final_Report.pdf

² <http://www.siue.edu/UGOV/FACULTY/bridgestatementobjbachdegree.htm>

³ Ibid.

Currently, **SIUe has a limited CBE/PLA structure** in place for students.

- a. SIUe offers very little credit opportunities for CLEP tests that fulfill undergraduate requirements (see Appendix 1).
- b. SIUe offers more opportunities for DSST/DANTES upper-division credit (see Appendix 2).
- c. Few incoming students take advantage of CLEP opportunities (see Appendix 3). In fact, in the case of CLEP tests, the number of students that take advantage of math credit appears to be declining. (However, this could be a result of the growth of AP credit among incoming freshmen.
- d. Few students pursue DSST/DANTES credit. In fact, DSST/DANTES granted credit also appears to be declining over the past ten years (see Appendix 4).
- e. SIUe has no university-wide policy for the use of student portfolios (which could include, but would not be limited to, essays, papers, observations, or artifacts) as evidence of prior learning in areas where no CLEP or DSST/DANTES prior learning assessments are available.

Describe promising models from other universities that could be modified, adapted or enhanced for our campus.

Traditional universities, from Master's Comprehensive schools to research institutions, utilize one of three approaches for offering credit of this type, 1) CLEP/AP credit for general education courses, 2) DSST/DANTES-type credit for upper-division courses, and 3) portfolios for competencies difficult to evaluate with a quantitative exam, or to evaluate professional work as evidence of a particular competency.

Please describe short-term (1) and long-term initiatives (2) that your team views as priorities for SIUE. You should include a rationale and description of resources needed.

Considering these factors, the **committee recommends** that the Faculty Senate initiate a two-part, university-wide review of SIUE's CBE/PLA policies with the goal of expanding CBE/PLA opportunities in alignment with the outcomes and competencies expected of our graduates.

1. Short-term initiative recommendations:

- a. Upon College/School initiative, departments review guidelines for accepting College-Level Examination Program (CLEP) credit and evaluate discipline-specific CLEP tests⁴ for alignment with SIUE competencies and desired baccalaureate outcomes for **general education**.
- b. Upon College/School initiative, departments review guidelines for accepting DSST/DANTES credit and evaluate discipline-specific DSST/DANTES tests⁵ for alignment with disciplinary guidelines for **upper-division** baccalaureate credit.
- c. Upon College/School initiative, departments review alternate for-credit competency-based exams approved by the American Council on Education's College Credit Recommendations⁶ service that may be appropriate for the discipline.

2. Long-term initiative recommendations:

⁴ <https://clep.collegeboard.org/test-samples>

⁵ <http://getcollegecredit.com/testprep/>

⁶ <http://www.acenet.edu/news-room/Pages/College-Credit-Recommendation-Service-CREDIT.aspx>

- a. The Curriculum Council **review credit restrictions** for CBE/PLA credit. Currently students are allowed to receive 32 hours toward a baccalaureate degree.
- b. Upon College/School initiative, departments determine whether there is a need to generate standards for **student portfolios** as evidence of prior learning in courses not available for CLEP or DSST/DANTES credit. If such a need is apparent, the Provost's office provides funds for departments to create **portfolio assessment models** appropriate to disciplinary standards.
- c. The committee recommends that the Provost's Office review department PLA portfolio assessment models through the Office of Assessment.
- d. The Provost's Office tasks and supports the Admissions Office, in cooperation with advisors in the Student Success Center, to hire or train **advisors who will educate undergraduates in CBE/PLA opportunities** at SIUe and advise students on preparation for exams and portfolios for prior learning credit.
- e. The Provost's Office, as well as CBE/PLA advisors and key members of the College/Schools, take part in available training for implementing a prior learning assessment framework offered through organizations such as the Council for Adult & Experiential Learning.⁷
- f. Upon College/School initiative, departments create certificate programs which utilize established university courses and incorporate competency-based education and prior learning assessments.
- g. Upon College/School initiative, departments develop partnerships with local employers to create certificate programs and develop the criteria for including prior experiences as credit for these programs.

⁷ <http://www.cael.org/home>

Appendix 1



COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

EXAM TITLE	REQUIRED MINIMUM SCORE	SIUE EQUIVALENT COURSE	AWARDED HOURS
College Mathematics	50	QR 101 – Quantitative Reasoning	3
Humanities	50	Humanities – Breadth <i>and</i> Global Cultures - Experience Fine Arts and Humanities Introductory <i>and</i> International Culture <i>OR</i> Humanities – Breadth <i>and</i> Global Cultures - Experience Fine Arts and Humanities Distribution <i>and</i> International Culture	3
College Algebra	50	MATH 120 – College Algebra	3
Chemistry	55	CHEM 120A – General, Organic, and Biological Chemistry <i>AND</i> CHEM 124A – General, Organic, and Biological Chemistry Lab	4
Chemistry	63	CHEM 121A – General Chemistry <i>AND</i> CHEM 125A – General Chemistry Lab	5
Biology	50	BIOL 111 – Contemporary Biology <i>OR</i> BIOL 205 – Human Diseases	3
Introductory Psychology	63	PSYC 111 – Foundations of Psychology	3

BIOLOGICAL SCIENCES, CHEMISTRY, COMPUTER SCIENCES, MATHEMATICS & STATISTICS, OR PHYSICS MAJORS AT SIUE SHOULD BE ALERT TO RESTRICTIONS IN CREDIT GRANTED THROUGH CLEP. **No credit toward graduation can be earned through CLEP after credit has been received for more advanced work in the subject.**

Appendix 2



DEFENSE ACTIVITY for NON-TRADITIONAL EDUCATION SUPPORT (DANTES/DSSTs)

EXAM TITLE	REQUIRED MINIMUM SCORE (Bold are scores for revised exams beginning 2008-09 to present)	SIUE DEPARTMENTAL DECISIONS (if blank, general elective credit only will be granted)	'93 GEN ED & LINCOLN PROGRAM	AWARDED HOURS
A History of the Vietnam War	44			3B
Art of the Western World	48	ART 1XX	DFAH/BFPA	3B
Astronomy	48	PHYS 1XX	DNSM/BPS	3B
Business Ethics and Society	400			3BU
Business Law II	44			3BU
Business Mathematics	48/400			3B
Criminal Justice	48/400			3BU
Drug and Alcohol Abuse/ Substance Abuse	49/400			3BU
Environment and Humanity: The Race to Save the Planet	46			3B
Ethics in America	46/400	Departmental approval required		3BU
Foundations of Education	46			3B
Fundamentals of College Algebra	47/400			3B
Fundamentals of Counseling	45			3B
General Anthropology	47	ANTH 1XX	ISS/IC/BSS/EGC	3B
Here's to Your Health	48/400	HED 201	EH	3BU
Human Resource Management	46			3B
Human/Cultural Geography	48	GEOG 111	ISS/IC/BSS/EGC	3B
Introduction to Business	46/400			3B
Introduction to Computing	45/400			3B
Introduction to Law Enforcement	45			3B
Introduction to Modern Middle East	47			3B
Introduction to World Religions	48/400	Departmental approval required		3BU

Appendix 2 (cont.)



DEFENSE ACTIVITY for NON-TRADITIONAL EDUCATION SUPPORT (DANTES/DSSTs)

EXAM TITLE	REQUIRED MINIMUM SCORE (Bold are scores for revised exams beginning 2008-09 to present)	SIUE DEPARTMENTAL DECISIONS (if blank, general elective credit only will be granted)	'93 GEN ED & LINCOLN PROGRAM	AWARDED HOURS
Lifespan Developmental Psychology	46			3B
Management Information Systems	46/400			3BU
Money and Banking	48			3BU
Organizational Behavior	48			3B
Personal Finance	46/400			3B
Physical Geology	46	ESCI 111	INSM/BPS	3B
Principles of Finance	46/400			3BU
Principles of Financial Accounting	47			3B
Principles of Physical Science I	47	SCI 1XX	INSM/BPS	3B
Principles of Public Speaking *	47	SPC 101	SKOC/FSPC	3B
Principles of Statistics	48/400	STAT 1XX	SKST/BICS/PS	3B
Principles of Supervision	46/400			3B
Rise and Fall of the Soviet Union	45			3BU
Technical Writing	46			3B
The Civil War and Reconstruction	47			3BU
Western Europe Since 1945	45			3B

*In addition to a minimum score of 47 on the multiple-choice test, an examinee must also receive a passing grade on the speech portion of the examination.

**Optional essay portion required. Prometric will not score the essay section. It will be forwarded to the University and will be evaluated by department in determining the award of credit.

B – Lower Division

BU – Upper Division

Appendix 3
CLEP Credit Granted by Year

	BIOL	MATH	QR (Quantitative Reasoning)	TRF (Transfer Credit)	PSYC	HUM
2013	3	3	3		3	
2012		3		3		3
2011		3				3
2010	6	6				3
2009		6				3
2008		9			3	
2007	6	6				3
2006		6			3	3
2005		6				
2004	3	12			3	6
2003		12				3

Appendix 4
DSST/DANTES Credit Granted by Year

	FIN (Finance)	STAT	MGMT	CMIS (Comp. Sci.)	TRF (Transfer Credit)	SPC (Speech Com)	PHIL
2013	3						
2012		3					
2011			9				
2010				3	3		
2009					9	3	
2008					6	3	3
2007					21		
2006					36		
2005					18		
2004					42	6	
2003					45		