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The College-Level Examination Program: A Survey of Attitudes of Selected Populations at Western Michigan University

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THE COLLEGE-LEVEL EXAMINATION PROGRAM:
A SURVEY OF ATTITUDES
OF SELECTED POPULATIONS AT
WESTERN MICHIGAN UNIVERSITY

by

Robert W. Gordon

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
April 1976
DEDICATION

I would like to dedicate this dissertation to my parents, Robert and Miriam Gordon, for the love and inspiration they have given me all of my life and to my wife, Sarah Vaillancourt, who alone knows how much she means to me.

Robert W. Gordon
ACKNOWLEDGEMENTS

My thanks to Professors Rod Roth, Jack Asher, and Sid Dykstra without whose advice and encouragement this dissertation would not have been possible. A special thanks to Nellie Stell, secretary of the Department of Educational Leadership, whose good humor keeps a lot of doctoral students sane.

The responsibility for this study is, of course, mine alone

Robert W. Gordon
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CHAPTER ONE
THE PROBLEM

Introduction:
The College-Level Examination Program

The idea of credit by exam has been on the scene of American higher education for almost a century but until the introduction of the College-Level Examination Program (CLEP) in 1967 the idea had been of little consequence. The impact of CLEP is indicated by the fact that by 1975 the program was being used in over 1300 colleges and universities for purposes of allowing students to receive credit by exam for Freshman-Sophomore graduation requirements (Haag, 1975).

The primary purpose of credit by exam has always been to permit students to accelerate their education by earning credit for knowledge acquired outside the college classroom. The College Entrance Examination Board (CEEB), sponsors of CLEP, expressed support of this purpose in CLEP General and Subject Examinations (CEEB, 1973):

The College-Level Examination Program enables both traditional and nontraditional students to earn college credit by examination. Anyone may take CLEP tests to demonstrate his or her college-level knowledge no matter when, where, or how this knowledge has been acquired: through formal study, private reading, employment experiences, non-credit courses, adult classes, TV/radio/cassette courses, military/industrial/business training, or advanced work in regular high school courses. People of all ages have reduced the cost in time and money of their college education by successfully completing CLEP tests for credit. This program gives individuals the chance to validate and receive credit for college-level knowledge they already possess (p. 1).

Although CEEB offers both the General and Subject Matter Examinations, the present study considered only the former since Western
Michigan University (WMU) is still in the process of adopting the latter. The College Entrance Examination Board explained the purpose of the General Examinations as follows (CEEB, 1973):

The General Examinations are intended to provide a comprehensive measure of undergraduate achievement in the five basic areas of the liberal arts: English Composition, Humanities, Mathematics, Natural Sciences, and Social Science-History. They test material usually covered in the first two years of college and often referred to as the general or liberal education requirements (p. 3).

At present, the five General Examinations cost $40.00 and are administered once a month at testing centers around the country. Each college or university is free - within the CEEB guidelines - to establish its own performance levels and to award credit for the Examinations as they wish.

CLEP at Western Michigan University

Western Michigan University has adopted policies that allow students to receive General Education credit for successful performances on the CLEP General Examinations. Western's CLEP General Examination policies adhere to the Michigan Association of College Registrars and Admissions Officers' guidelines which permit students to earn as many as 30 semester hours credit for passing all five of the General Examinations at the 50th percentile or higher. At WMU, twenty-seven of these hours can be counted as a full waiver of the University's Freshman-Sophomore General Education requirements and the remaining three hours can be used as elective credit. Students who pass some but not all of the General Examinations receive six semester hours credit in the appropriate General Education category for each Examination they pass.
Incoming Freshmen stand to profit most from WMU's CLEP General Examination policies since they can potentially bypass the entire Freshman-Sophomore level General Education requirement and since the Examinations cost only $40.00 they can save up to $600.00 on 30 hours tuition and $2000.00 on one year's room and board.

Those WMU students who have taken the General Examinations have benefitted. The University's Admissions Office informed the researcher that the mean amount of General Education credit received by CLEP candidates during the 1973-74 academic year was 16 semester hours.\(^1\) To date, however, few WMU students have taken advantage of the program. The College Entrance Examination Board informed the researcher that there were only 25 CLEP General Examination candidates at Western during 1973-74\(^2\) which compares to Western's sister university, Central Michigan, which had 774 students take the General Examinations during that same year.\(^3\) Not only did Western have far fewer CLEP candidates than Central but the mean age of the WMU candidates was much higher than the national average. CEEB informed the researcher that the mean age of WMU's CLEP candidates in 1973-74 was 28.1 years while the national percentages for the General Examination were:\(^4\)

\(^1\)Conversation with Kenneth Dehring, WMU Admissions Counselor, May 7, 1975.

\(^2\)Letter to researcher from Dr. John Vaccaro, Assistant Director, Midwest Regional Office, College Entrance Examination Board, September 25, 1975.

\(^3\)Letter to researcher from Dr. Duane Goupell, Director of Institutional Research, Central Michigan University, October 16, 1975.

\(^4\)Vaccaro, op. cit.
1. 52% were under 19 years old
2. 18% were between 19 and 21
3. 14% were between 22 and 29
4. 16% were over 30

The fact that so few WMU students have taken the General Examinations and the fact that the mean age of those who have participated in the program is so much higher than the national average suggests that though the University allows all students to take the General Examinations it has not adequately informed its primary audience - incoming Freshmen - of this opportunity. In order for Freshmen to take maximum advantage of the General Examinations, they must take the tests prior to their first registration at the University so that they know how much General Education credit they have received. They could take the Examinations on one of the monthly testing dates or during Freshman Orientation at which time they register for Fall classes. All of this presupposes, of course, that students are informed about CLEP well in advance of their initial registration at Western, and the responsibility for informing them falls logically on the University's Admissions Office.

The Admissions Office, however, has informed the researcher that it makes no systematic effort to inform Freshmen about CLEP. There is a statement about the program in the Admissions section of the undergraduate Catalog but it is not prominently displayed. The Admissions Office does print a brochure describing CLEP - thereby highlighting the Examinations - but the brochure is not mailed along with Freshman admissions applications nor is it distributed during Freshman Orientation. Individual Admissions Counselors do encourage high School Seniors

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with high American College Test scores and superior academic records to take the General Examinations, but the Admissions Office itself does not widely publicize CLEP.\textsuperscript{5}

Even if the Admissions Office did actively promote the CLEP General Examinations, other critical components of the University are not prepared to offer the tests to large numbers of students. For instance, neither the central administration nor the Educational Policies Council have established procedures for coordinating and implementing the University's CLEP policies. Furthermore, there is not a University official with overall responsibility for CLEP. And, finally, the University Testing Services is not prepared for a large influx of CLEP candidates\textsuperscript{6} despite the fact that CEEB is willing to allow WMU to offer the General Examinations during Freshman Orientation and to score them overnight so that students know how much CLEP General Education credit they have earned before they register for Fall classes.\textsuperscript{7}

In short, Western Michigan University has adopted liberal CLEP General Examination policies but has not developed practices which would insure maximum student participation in the program. The present study sought to determine whether or not this incongruity between policy and practice is attributable to faculty and administrative attitudes about the CLEP General Examination Program.

\textsuperscript{5}Conversation with David Morris, WMU Admissions Counselor, May 9, 1975.

\textsuperscript{6}Conversation with Larry Berman, Director of WMU's Testing Services, June 4, 1975.

\textsuperscript{7}Conversation with John Vaccaro, May 15, 1975.
Problem Statement

Western Michigan University's CLEP General Examination policies were adopted and its practices were implemented in the absence of empirical evidence of faculty and administrative attitudes about the program. The purpose of the present study was to provide evidence of faculty and administrative attitudes about the idea of credit by exam and the University's CLEP General Examination policies and practices so that expansion of the program - if that occurs - can be done on a well-informed basis. The study surveyed the attitudes of three populations at WMU: (1) all undergraduate Academic Advisers; (2) all undergraduate Deans and Department Chairpersons, and; (3) the faculty of the College of General Studies. The study sought answers to five research questions:

1. What are the attitudes of the populations about credit by exam?
2. What are the attitudes of the populations about WMU's CLEP General Examination policies?
3. What are the attitudes of the populations about WMU's CLEP General Examination practices?
4. What are the attitudes of the populations about expanding WMU's CLEP General Examination program?
5. How do the attitudes of the populations compare with one another?

Importance of the Study

The College-Level Examination Program is the first successful nation-wide program of credit by exam and has already had an important

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impact on higher education in the United States (Haag, 1975). CLEP
does not simply mean savings of time and money for students. At some
colleges and universities CLEP has already led to a radical break with
the traditional 120 credit hour, four year pattern of undergraduate
education for some students and large scale expansion of the program
could lead to a new cultural definition of college education that em­
phasizes possession of knowledge at the expense of social, emotional
and intellectual maturation. In the process, the more intelligent
students could examine out of the basic courses and General or Liberal
Education might become remedial or compensatory education. Needless
to say, any reduction of undergraduate credit hour production (an in­
escapable by-product of credit by exam) threatens faculty job security
at a time when higher education is already experiencing grave enroll­
ment and fiscal crises. All of these changes vitally affect faculty
and administrators and it is reasonable that they be afforded oppor­
tunities to express their views on CLEP and the idea of credit by exam.

The present study was limited to three populations at Western
Michigan University but its importance extends far beyond this insti­
tutional setting because there is a paucity of empirical evidence
about faculty-administrative attitudes about all aspects of CLEP.
There are anecdotal expressions of attitudes about the program in the
literature but not data-based studies and even the College Entrance
Examination Board informed the researcher that "No one has shared with
us information that measures faculty reactions to the program."8

---

1Letter to the researcher from John Vaccaro, September 8, 1975.
The present study sought to provide some initial data about faculty and administrative attitudes regarding both the CLEP General Examinations and the larger issue of credit by exam.
CHAPTER TWO
REVIEW OF THE LITERATURE

Introduction

This chapter will present an overview of the history of credit by exam, explain the rationale for the CLEP program, describe CLEP validation studies and the uses of CLEP by nontraditional and traditional students, cite a case study of faculty and administrative reactions to CLEP and summarize the evidence of faculty and administrative opposition to credit by exam.

History of Credit by Exam

The idea of credit by exam has its origins in the idea of the credit hour which was conceived by Charles W. Eliot, president of Harvard, as a means of determining graduation requirements for the course elective system which he introduced in 1869. Because all Harvard students no longer went through the same educational experiences, it became necessary to state quantitative graduation requirements and to equate elective courses with these requirements. Eliot proposed and Harvard adopted the credit hour as this unit of equation (Kreplin, 1971).

During the period from 1870 to 1890, a number of other colleges and universities followed Harvard's lead both in adopting the course elective system and in stating graduation requirements in terms of accumulation of credit hours. In the following generation, such organizations as the Committee on College Entrance Requirements, the College Entrance Examination Board, the Carnegie Foundation for the Advancement
of Teaching, and both state and pre-professional accrediting agencies spearheaded a movement for nation-wide recognition of the credit hour as the standard unit of educational equivalency. The Carnegie Foundation's succinct position that "in the counting the fundamental criterion was the amount of time spent on a subject, not the results attained," (Kreplin, 1971, p. 7) expressed a growing pre-occupation with academic time, and by 1910 the credit hour had become dogma in American higher education (Gerhard, 1955).

Some critics have challenged the validity of the idea of the credit hour, claiming that excessive concern with it has transformed academe into a certifying rather than a learning society (Nutting, 1949 and Schellenberg, 1965). Most critics, however, have accepted the credit hour and have sought ways to accelerate the process of accumulating credit hours for graduation. The most persistent, widespread and challenging idea of acceleration has been credit by exam which accepts both the philosophical validity and historical reality of the credit hour and merely proposes to shorten graduation time by means of a system of competency exams.

The idea of competency exams dates, of course, from the Medieval European universities, but it has found its fullest expression in recent times in the University of London's External Degree. Begun in the 1830's the External Degree continues to adhere to the original conception of the university as a faculty congregating for purposes of examining students. The program assumes that an undergraduate degree primarily represents possession of theoretical knowledge and - until recently - awards degrees solely on the basis of competency exams.
The curriculum is quite traditional, but the total absence of faculty concern for students acquiring knowledge over a specified period of time is radical in the extreme. The External Degree is the logical conclusion of one view of undergraduate education, it has been enormously successful, and it has inspired numerous experiments with credit by exam in the United States (Kreplin, 1971).

One of these experiments has been in operation at the University of Illinois since 1895, making it the oldest, continuous program of credit by exam in this country. Prior to 1929 there were severe eligibility restrictions on the so-called Proficiency Exams. The 1920's, however, witnessed much theoretical criticism of the idea and practice of the credit hour and several of the major educational foundations encouraged colleges and universities to design and implement credit by exam programs so that bright students could accelerate their undergraduate careers (Lewis, 1961). In response to this impulse, the University of Illinois relaxed its eligibility requirements and has since that time encouraged students with superior academic records to take the Proficiency Exams as a means of bypassing Freshman-Sophomore requirements (Fletcher, 1932).

Another response to criticism of the credit hour was the famous Chicago Plan. Begun in 1931, the University of Chicago Plan is an integrated system of competency exams that allows students to achieve advanced placement (placement in upper level courses without credit), advanced standing (credit by exam) and even degree by exam. The Plan is widely publicized, features a high level of faculty involvement and control, and a strong program of academic advising. Consequently,
students perceive the Plan as a meaningful and fair alternative to the traditional 120 credit hour, four year pattern of graduation and have accepted it as an integral part of the undergraduate curriculum (Ward, 1950).

Several other colleges and universities began credit by exam programs around 1930, among them being Ohio State University and the University of Denver (Kreplin, 1971), but the best known, most influential and most thoroughly researched program in the entire history of credit by exam is the University of Buffalo's Anticipatory Examination Program.

Begun in 1932, the Anticipatory Exams are similar to many other credit by exam programs in that they imply criticism of the emphasis on time spent in the classroom and on campus, feature competency exams for Freshman-Sophomore level requirements, attempt to improve articulation between high school and college curricula, offer an alternative means of access to higher education for older students, feature close faculty to student contact and integrate competency testing into the undergraduate curriculum. The Buffalo program differs significantly from most others, however, in the degree to which it publicizes credit by exam as a means of accelerating rather than enriching a student's undergraduate education. Thus, while accepting the philosophical validity of the credit hour, the Anticipatory Exams challenge the idea in practice by emphasizing credit by exam as a means of accelerating through the credit hour system.

The Exams were originally offered to academically superior high school students with the idea of providing them with advanced standing. The Exams were designed, administered and graded by faculty from the
participating departments. Syllabi were produced and distributed to potential examinees while selected high school teachers in the Buffalo area helped prepare high school Seniors for the Exams. Because students were carefully selected, about 60% of those attempting the Exams throughout the history of the program have passed at least one of the tests. Not surprisingly, sequential subject matter exams such as mathematics and languages are most frequently passed while those in the natural sciences, the social sciences and the humanities have proved to be the most difficult. Students have repeatedly affirmed that they are attracted by the idea of credit by exam as a means of accelerating their college careers and the 1618 students who took the Exams through 1953 saved an average of one semester in time and tuition (Jones and Ortner, 1954).

One of the primary purposes of the Anticipatory Exams was to encourage other colleges and universities to accept the idea of credit by exam. Buffalo recognized that "no American college can afford to experiment unless other institutions endorse those experiments, at least partially" (Jones and Ortner, 1954, p. 5). In the 1940's other institutions did just that - endorsed credit by exam "partially". Some, like Antioch (Henderson, 1946) and Michigan State (Dressel, 1958), adopted their own programs of credit by exam, and all remained torn between using competency testing for enrichment or acceleration. Often the issue hinged not on the educational virtues of credit by exam but on historical and sociological factors like the Depression which made acceleration questionable since the job market for college graduates was so poor and World War II which made acceleration attractive to
returning veterans (Pressey, 1949). In any event, because colleges and universities usually were more inclined to award credit by exam to older students than to 18 year old Freshmen, the four year, 120 credit hour pattern of undergraduate education remained virtually unchallenged. A 1950 survey, for instance, revealed that only 68 of 335 institutions sampled offered any competency exams and only 15 awarded credit by exam (Koch, 1950). The historical trend clearly opposed credit by exam.

A dramatically new program of credit by exam, specifically emphasizing acceleration, appeared on the scene of higher education in the early 1950's and because of the interest it generated seemed for a moment to have reversed this trend. Beginning in 1954 under a grant from the Center for Liberal Education for Adults, Brooklyn College's School for General Studies offered the Experimental Degree which richly rewarded students for self-acquired knowledge and life experiences (Stern and Missall, 1960). The Experimental Degree has received much deserved attention in the literature, but its admissions criteria explain why the program has had little impact on American higher education. Applicants were expected to: (1) be at least 30 years old; (2) possess intellectual acuity; (3) present evidence of richness of life experiences, and; (4) have truly liberal, non-vocational motivations. These criteria not only guaranteed the success of the Experimental Degree for the simple reason that they describe a person who is already liberally educated, but also made the program irrelevant to 18 year old Freshmen despite its drama, innovation and radical departure from tradition.
The really important development in competency exams during the 1950's was the Advanced Placement Program (AP). Spawned by the School and College Study of General Education Report (1952) which sought to integrate high school and college General Education and sponsored by the Ford Foundation, AP provides academically superior high school Seniors opportunities to enroll in courses jointly sponsored by the College Entrance Examination Board and participating colleges and universities. Syllabi for AP courses are provided by CEEB and final exams are supplied by Educational Testing Service (ETS). The objective portion of the exams is scored by ETS while the essay portion is evaluated by cooperating high school and college faculty (Keller, 1956 and CEEB, 1963).

The Advanced Placement Program grew from 1229 students from 104 high schools cooperating with 130 colleges and universities in 1955 to 39,000 students from 2500 high schools cooperating with over 1000 colleges and universities by 1965. By 1969, more than 320,000 students had taken at least one AP exam (Kreplin, 1971). Though still representing a small percentage of all college students, AP had for the first time brought the idea of competency exams to popular attention and provided a nation-wide rather than local program of testing. The program was received favorably in most quarters (Schuler, 1965 and Casserly, 1968), but it had a major flaw in that each college and university was free to recognize students' AP scores as they wished. Students could be awarded either advanced placement or advanced standing, or they could be given nothing for their AP performances (Radcliffe, 1961). Study after study appealed for nation-wide coordination on this
matter (Hascal, 1959; Casserly, 1965, and Heist, 1968), but the appeals went unheeded and most colleges and universities - with the notable exceptions of Harvard (Wilcox, 1958) and Princeton (Princeton, 1959) - did not award advanced standing to AP students. The overall effect of AP was that it popularized the idea of competency testing, but for purposes of enrichment rather than acceleration.

Thus, by 1960 the status of credit by exam in American higher education was that the idea persisted, but though some programs were in successful operation the idea had never really caught on and had made no significant inroads into traditional patterns of undergraduate education (Hedrick, 1960, and; the Center for the Study of Liberal Education for Adults, 1961). Perhaps, as Kreplin suggested, the "major obstacle" to credit by exam actually was the "negative attitudes of faculty members, rather than of students or administrators" (1971, p. 43).

In any event, the decade of the 1960's witnessed explosive developments that challenged the foundations of higher education and compelled educators to re-examine their attitudes about credit by exam. Most of these developments can be traced to the emergence of the so-called nontraditional student. The nontraditional student differed from the traditional student in that he or she was not an 18 year old recently graduated from high school, often came from a low socioeconomic background, frequently was not a full-time student, and typically did not start and finish his or her college education at the same institution. All of these critical variables underwent wrenching changes in the 1960's and institutions of higher education were hard-
pressed to initiate, organize and administer programs to meet the needs of these "new" students (Dyer, 1962).

The emergence of the nontraditional student resulted in the creation of nontraditional programs, generated an abundance of literature about these programs and sparked the establishment of numerous new organizations and foundations for nontraditional higher education. Among the most important program innovations were community colleges, evening and extension courses, minority student programs, T.V. colleges, life-long learning and credit for experience programs, and the external degree (Liveright, 1963). These programs enjoyed varying success and most are still around. Central to all of them was acceptance of the fundamental validity of the credit hour for they were all built around and designed to "tie into" the credit hour system that dominates higher education.

It was not surprising that the major problem of all nontraditional programs was establishing the value of and insuring the transferability of nontraditional credits into traditional institutions of higher education (Knoell, undated). It soon became apparent that an expeditious way of overcoming inter-institutional transfer of credit barriers would be the creation and nation-wide acceptance of standardized competency exams that would facilitate exchange of credits. During the early 1960's, proponents of nontraditional education cited research that called for testing for college-level achievement and urged expansion of existing programs of competency exams like the General Education Development Testing Program and the Comprehensive College Testing Program (Dyer, 1962). Some critics continued to oppose credit by
exam, but the effect of this rekindled interest was initially an elevation of consciousness about the need for credit by exam, subsequently acceptance of the principle of credit by exam and ultimately agreement about the feasibility of putting credit by exam into practice (Kurland, 1964). Suddenly, the idea of credit by exam was drawn out of the background, revitalized and propelled into the foreground of American higher education.

Rationale for CLEP

The organization that forged this rekindled interest in credit by exam into a nation-wide program was the College Entrance Examination Board. In 1967, CEEB summarized the changes in higher education that set the stage for giving credit by exam another change (CEEB, 1967):

The expansion of American higher education into one of the central institutions serving society has occasioned many fundamental shifts in how it is practiced. There once was a time when those who started and finished a bachelor's degree program expected to do so in a consecutive four-year period. Students went "away" to college after a normal graduation from high school and "took" whatever courses were required or whatever courses they could convince permissive advisers were appropriate and in due time they received their degrees. It is true that about half of those who started college did not finish, but dropping out was frequently explained in middle-class homes as a nervous breakdown or as a breakdown in family fortunes. In nondepression years the former student could find a job and, given the breaks, could and did move up the economic ladder. Once established in a job there seemed little sense in "going back" to school to get a degree. Nondegree holders were clearly in the majority.

There once was a time when higher education was sufficiently simple that presidents, deans and even professors could know all about it just through their own personal experiences in the college and universities they attended and the one or two institutions in which they served out their professional lives. The relatively small amount of literature about higher education, with its heavy concentration of institutional histories and personal memoirs, could be digested by anyone who cared to do so.
And there once was a time when job requirements remained relatively static at least during a worker's lifetime. If a high school education was listed on a civil service specification, the requirements were not likely to change. If one started his work life as a draftsman, his skills were likely to be as relevant at the end as at the beginning of his career.

But none of these situations is still true today. Irregular patterns of college attendance are coming to be the rule. The large majority of students interrupt their education at one institution and start it again at another, frequently after a period of military service, marriage, work, or just travel experience. The rise of junior colleges has insured that transferring from one institution to another should be an important way of progression through college. But even within four-year institutions new patterns of college attendance have emerged. Two years at a high-cost private institution and two more years at a relatively low-cost public institution makes economic sense to many parents and students. A year or so of general education in one part of the country followed by military service and then specialized education in another region has become such a common pattern that states have become alarmed at the cost of educating out-of-state students in high-cost upper-division and graduate programs. There are thousands of women who dropped out of college to marry but have retained a taste for education, which was nurtured during their collegiate years. Once their children enter junior high school, they are ready to complete what they had started (p. 9).

These changes prompted CEEB to develop the College-Level Examination Program (CLEP). The rationale and objectives of CLEP were stated by CEEB in the same 1967 publication cited above:

The College Entrance Examination Board, with generous help from the Carnegie Corporation, is engaged in the development of a new project, the College-Level Examination Program, which may prove to be its most important contribution to the welfare of higher education in America today. The Program is designed to increase access to higher education and to facilitate proper placement of students no matter how or where they gained their knowledge. The main concerns are with those students outside the changing structure of higher education and those who are in transition within it. Based on the principle of credit by examination, the Program assumes that scholarly and societal goals are not antithetical. This is a sound assumption if one accepts the thesis that truly to treasure learning is to transmit it and see it used. Another basic assumption is that higher education should serve diverse purposes as well as diverse forms of preparation even as it maintains standards.
The Program has four major objectives: to provide a national program of general and subject examinations that can be used to evaluate nontraditional college-level education specifically including independent study and correspondence work; to stimulate colleges and universities to develop appropriate procedures for the placement, accreditation, and admission of transfer students; to provide colleges and universities with a means by which to evaluate their programs and their students' achievement; and to assist adults who wish to continue their education in order to meet licensing requirements or qualify for higher positions (p. 7).

Thus, after 75 years of obscure existence, credit by exam reached the status of legitimacy as a consequence of the special needs of nontraditional students and the organizing efforts of a reputable educational agency.

CLEP Validation Studies

The General Examinations went into effect in 1967 and were immediately adopted by colleges and universities around the country. Because the Exams proved to be so popular they became the subject of numerous validation studies which were reviewed by Sharon (1970) who concluded that:

In general, the research summarized provides support for the validity of the GEs as measures of academic achievement. Many of the studies reviewed, however, do not lead to definitive conclusions. Results showing score gains after course exposure and positive relationships between tests and amount of previous instruction have alternative interpretations. Correlations between the GEs and college grades obtained concurrently are moderately positive, but the validities of the tests for predicting success in upper level studies are significantly lower than their validities for assessing current achievement levels. The research methodology for validating the GEs can be improved by employing criteria other than grades, and by partialing out contaminating factors in correlational studies. Nevertheless, the relationships found between the GEs and certain relevant variables provide tentative support for the validity of the tests as measures of college-level achievement (p. 12).

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A number of more recent studies have come to the same basic conclusions about the General Exams. Hodgson (1970), for example, studied three of the Exams which were being used at the University of Washington to "increase the flexibility in curricular arrangements, to assess the impact of curriculum upon student learning, and to formulate upper-division matriculation standards" (p. i). The Exams were administered to 333 volunteers in an attempt to establish a local norm, a practice recommended by CEEB.

Analysis of the results revealed:

...a moderate to insignificant relationship between scores on a CLEP exam and the amount of course work in the related field. UW performance was higher than the national norm. CLEP performance was related positively to college grades and reflected the application of traditional scholastic abilities. Analysis also inferred correlation between performances on a CLEP exam and experience in the related curriculum. CLEP Humanities and Social Sciences-History are almost totally described by a verbal component, whereas CLEP Natural Sciences shows significant loadings on problem solving, verbal and quantitative factors in that order (p. i).

Hodgson also noted that the University of Washington would grant up to one year's credit for successful performances on the Exams and that there was a movement underway for adoption of state-wide CLEP policies.

At the University of Georgia, Goolsby (1970) sampled 122 students in an "attempt to determine to what extent the CLEP could be used for (a) counseling students into the most appropriate upper division fields and (b) screening students who might have academic difficulty in the upper division of a large southeastern university" (p. 375). He concluded that "CLEP exhibits satisfactory measurement on most counts and excellent ones on a few" but cautioned that the evidence "does not
lend strong support to the use of CLEP for selection, placement and advisement at the sophomore level when it is considered alone and especially when grade point average (GPA) is a criterion" (p. 379).

A study of 730 students at the City Colleges of Chicago by Houghamian, et al (1971) found that:

A student's age, sex, aspiration, and ability were related to successful performance (50th percentile or higher) on the College-Level Examination (CLEP) General Examinations. Previous college credits and attendance status, as measured, did not seem to be important factors. Of the variables investigated, ability, as measured by the American College Test (ACT), seemed to have the strongest relationship to CLEP success. From the results obtained it was concluded that success on the general CLEP exams is dependent more on ability than previous experience. The high level performance by the younger students seemed to indicate that more recent exposure to formal education is related to success (p. 9).

Losak and Tien-Teh (1972) in a study of 922 Miami-Dade Junior College students found that "Matched students on the basis of Florida Twelfth Grade Test scores who took CLEP General Examinations vs. those who took introductory courses did equally well in advanced courses" (p. 127). Cashin (1974) found that the CLEP General Examinations predict success, as measured by grades, in upper level courses at the University of Delaware better than SAT scores while Womack (1974) reported high probabilities of earning CLEP credit on the General Examinations based on ACT scores at the University of Arkansas.

Use of CLEP by Nontraditional Students

By and large, these validation studies agree that the CLEP General Examinations measure what they purport to measure - college level achievement equivalent to Freshman-Sophomore General Education requirements. The Exams have also accomplished their major purpose by opening
up options to nontraditional students. Ganzemiller's (1973) national survey, for instance, reported that "CLEP tests were used by more schools than any other single evaluation tool in determining credits for learning obtained before enrollment" (p. iv). Several other studies confirm that the General Exams have met the special needs of nontraditional students.

Thompson (1969), for example, cited the use of the Exams in the University of Nebraska's Bachelor of General Studies Degree. This program, begun in 1950, is exclusively for adult, part-time students and features: (1) acceptance of any useful combination of liberal arts and professional courses; (2) academic amnesty for low grades received as an "alienated youth", and; (3) liberal provision for translating general knowledge acquired through informal educational experiences into college credit. Though the program was originally intended for civilian students, the greatest use has been by military personnel in the Omaha area. A major attraction has been the opportunity to earn credit by exam and in this respect the CLEP General Examinations have replaced the General Education Development Test.

Fagin (1971) in a widely-quoted study of 319 female students at the Continuing Education Center for Women at the University of Missouri-St. Louis found that:

1. It has been clearly demonstrated that chronological age has no bearing on the ability of mature women to perform well on the three CLEP General Examinations.

2. Recency of formal education experience is significantly related to women's test performance only on the Natural Sciences Exam.

3. Level of formal education is significantly related to performance on all three Exams.
4. Participation in a variety of nontraditional educational experiences significantly affects performance on all three Exams.

5. Only scores on the English test are significantly related to current or previous employment.

6. As a group, the women performed least well on the Natural Science test.

7. As a group, the women most nearly approximated the norms for freshmen and sophomore students in the Social Science-History test.

8. Whereas the urban women excelled the rural group in the Social Sciences, the situation is just the reverse on the Natural Sciences Exam.

9. The women seem to be more homogeneous as a group than do matched groups of Freshmen and Sophomores.

10. On the whole, the distribution for the women's scores tended to be positively skewed.

Casserly (1973) conducted a national survey for CEEB regarding the use of and reactions to the General Examinations by nontraditional students and found that:

1. The mean score of respondents was higher than that of non-respondents.

2. The mean score of respondents who requested that their scores be sent to institutions of higher education was higher than that of the respondents who made no such request.

3. The mean score for women was higher than that for men.

4. The mean score of males under 25 was higher than that of males over 25 except on the Social-Science Exam.

5. The mean score of females under 25 was higher than that of females over 25 except on the Humanities Exam.

6. Seventy-nine percent of the respondents under 25 and 68% of those over 25 said they hoped to get college credit for the Exams.

7. Seventy-one percent of those respondents under 25 and 21% of those over 25 had been in a formal class within the past year.
8. Nineteen percent of those respondents under 25 and 18% of those over 25 had completed at least one year of college at the time they took the Exams.

9. There was a wide variation by both age and sex between the correlation between the CLEP scores and the amount of credit awarded by various colleges and universities.

10. Colleges and universities often did not require an official test result from Educational Testing Service before awarding credit.

11. Colleges seem much more willing to give general credit hours toward the degree than they are to accept scores on the CLEP General Examinations as indications of equivalent levels of competency in specific courses offered on their campuses.

12. Seventy-four percent of the respondents under 25 and 77% of those over 25 reported that the number of years required for a college degree inhibited continuation of their college education.

The author concludes that:

...for many people the current Program and its philosophy do and have provided a much needed contribution to the personal, academic and vocational aspirations of students. The author feels that by more specifically defining its target populations - to itself and others - the Program can best realize its potential for such people and thereby serve its designated purpose. For it is not at all clear - to say the least - that "nontraditional" students can be well served without attention to their particular needs (p. 41).

The "particular needs" of nontraditional students are distinctly recognized by the boldest CLEP program reported in the literature, Roosevelt University's Bachelor of General Studies Degree for Adults. Like many other adult degree programs, Roosevelt's General Studies Degree is restricted to students over 25, features pro-seminars, highly individualized instruction and academic advising, and regularly offers credit by exam through CLEP. The most notable aspect of the program, however, and far and away the most imaginative use of CLEP cited in the literature is "Discovery". In "Discovery" any student who scores at
the 90th percentile or higher on all five of the General Exams is invited to take the Graduate Record Exam (GRE). Those who score at the 50th percentile or higher on the GRE are invited in for special academic advising and offered an opportunity to participate in a unique semester long seminar. Those students the seminar faculty evaluate to be truly exceptional are encouraged to apply to graduate school without even earning their Bachelor's Degree. The attitude of the faculty at Roosevelt is that the students' age plus their demonstrated native intelligence make them suitable for graduate school. Those students who have gone through "Discovery" have been accepted into the best graduate schools in the country and have excelled (Dillavou, 1971).

Use of CLEP by Traditional Students

"Discovery" is actually in keeping with the original intention of CLEP and stands out not so much because it is so imaginative or even because it is so isolated in its imagination but because the CLEP General Examinations have, almost from the day of their introduction, been used primarily by traditional students - usually incoming Freshmen. This has been the most unexpected and dramatic aspect of the growth of CLEP and is potentially the most significant development in the recent history of higher education. Most of the literature refers to Freshman use of CLEP for the simple reason that they are monopolizing the Program. The degree of this monopoly is reported in a 1975 study by Carl Haag, Director of Educational Testing Service's Advanced Placement Program.
In an article entitled "Credit by Examination Comes of Age" Haag cites three key facts that dominate the issue at the moment:

1. Fifty-five percent of the entering college students in the 1973-74 College Entrance Examination Board survey stated that they planned to apply for advanced placement, course credit, or exemption, and intended to make such requests, on the average, in more than two subject areas for a total of more than a million such requests.

2. During the 1973-74 academic year, some 149,000 students took almost a third of a million Advanced Placement (AP) and College-Level Examination Program (CLEP) tests. Compared to the previous year, the combined percentage increase in AP and CLEP examinations was 32 percent.

3. Boards of regents and chancellors of state university and college systems are adopting uniform policies regarding advanced standing and credit within state institutions (p. 1).

Haag expands on the matter of increased student awareness of credit by exam by noting that while the number of students presently participating in AP and/or CLEP represents only 10% of the entering College Freshmen, there was an increase of 159% in the use of CLEP between the 1969-70 and 1973-74 academic years and that 15 to 20 percent annual increases are expected over the next three years. Haag is convinced that student awareness and expectations regarding credit by exam are on the increase and since student abilities to perform on the CLEP tests are pretty well known from validation studies he thinks it reasonable to conclude that higher education could witness an onslaught of Freshmen receiving advanced standing. It is unfortunate, Haag says, that university credit by exam policies are not fully articulated while practices are, at best, inconsistent with policies.

Haag points out that there have been inter-institutional attempts to coordinate credit by exam policies:
State college system policies of advanced standing and credit are of recent origin, a phenomenon of the '70's. Their development was initiated not from within the campus but externally, usually by a chancellor, as in California, or by the state regents for higher education, as in Oklahoma. Typically, provision for faculty input from each campus has been built into the activities in the 10 or more states currently creating uniform policies. State credit and placement policies developing within the junior and senior college systems are in response to a number of inter-institutional problems: educational costs, articulation, academic standards, student recruitment, nontraditional students. Once agreed upon, the uniform policies, although binding only on state institutions, can and do have an impact on private colleges (p. 2).

There is often more inter-institutional coordination of credit by exam policies than there is intra-institutional congruity of policy and practice. Students often come to college with high expectations of receiving credit by exam, but, as Haag remarks:

What students receive when they reach the typical campus... may be disappointment. College policies on placement and credit are vague, procedures complex, and academic advisers unsure. Surveys of colleges suggest that less than 15 percent of entering Freshmen receive exemption and only half of this group is granted credit. This dissonance between student expectation and collegiate execution is one of the factors suggesting that the issue of placement, exemption, and credit by exam will receive major attention in the next five years (p. 2).

Why is it, Haag asks, that so few students actually receive credit by exam and how can higher education resolve this dilemma of dissonance between expectation and execution?

A vexing question is raised by the fact that, despite increasing interest in credit by examination, relatively few students receive such credit for their pre-college academic work. The reason may lie in a paradox surrounding such policies. Credit by examination and course exemption are viewed by most professors and many administrators as a prerogative of the faculty - and so they are, dealing as they do with academic standards and expectations within degree-granting institutions. However, as Warren Willingham states in his definitive book, College Placement and Exemption, "Exemption policies and practices are a primary means of articulating an institution's
programs with those of other colleges, schools, business, non-traditional forms of learning and so on. Thus, exemption is an important way in which an institution defines its relationship to the larger learning society." It is the tension between the legitimate on-campus control of academic standards and its interface with the legitimate academic standards of other institutions that is surfacing in the '70's.

This subterranean tension breaks forth in steamy fumaroles here and there. Students report the negative educational effects of not being appropriately placed. Faculties are expressing more overt and covert opposition to allowing students to bypass introductory courses, perceiving this as threatening to their job security, a point underscored by at least one faculty union. These tensions suggest the time is right, if not ripe, to move placement and exemption from a state of benign neglect to one of legitimate, agreed upon policy backed by clearly defined procedures.

From a societal perspective, establishing placement and credit policies is critical if individual differences in students are to be recognized at the time of secondary-to-tertiary transition. The chasm - or great fault - in American education is between secondary school and college. It is bridged principally by the placement procedures in effect at institutions of higher education.

One imaginative way of resolving the school-college articulation problem is to view all incoming students as "transfer students" and to set up procedures allowing them to move ahead, without redundancy or "time serving", whenever they prove their qualification to do so in a manner as demanding as that required of students in regular courses (pp. 2-3).

Haag concedes that overcoming faculty opposition to credit by exam by developing a "new view of students" is not an easy task. He concedes that the obstacles to formulating good policies and instituting good practices regarding credit by exam are "formidable." And, he concedes that almost nothing is known about the "cost effectiveness of awarding credit by examination" (p. 4). There are, nonetheless, Haag asserts, resources that academic administrators can turn to, among them being: (1) the comprehensive programs of credit by exam already in existence at the University of Texas and the University of Illinois; (2) the growing body of research dealing with credit by exam,
and; (3) the many standardized exams available that overcome some of the problems associated with locally developed tests.

"A college can take certain steps," Haag states, "to increase the likelihood that a placement and credit system will develop and flourish" (p. 4). In his opinion, credit by exam will work:

1. If the institution's established policy is to recognize significant and measurable student achievement no matter when, where, or how obtained.

2. If the responsibility for implementing this policy is assigned to an individual or office supported by both the administration and the faculty.

3. If it is apparent to departmental members that they will have a voice in decision-making and will benefit from supporting the institutional placement and credit policy—that is, they may receive more students, better students, or a greater number of majors.

4. If competent professional assistance from the institution's testing office or elsewhere is provided to help establish sound testing procedures, validity studies, and placement decisions, as well as to maintain the placement and credit system.

5. If a full statement of how placement and credit may be achieved, including procedures to follow, specific subjects for which credit by examination can be achieved, and the number of credits obtainable, is provided in the college catalogue and perhaps in a separate booklet.

6. If an ongoing monitoring program is established to ensure that students have been correctly placed and to gather data that will allow modifications of the placement/credit system as needed over time (p. 4).

Finally, Haag concludes by recognizing that while credit by exam has historically been an academic luxury reserved for nontraditional students, times have changed and "a college can deal effectively with the placement and credit needs of 60 to 90 percent of its entering students by concentrating on one group alone: college-bound secondary school graduates" (p. 5).
Haag is candidly acknowledging that higher education must now accept credit by exam - specifically CLEP - for Freshmen as a fact of life. Other sources indicate that he is probably right. As of 1973, for instance, there were approximately 1300 colleges and universities participating in CLEP (CEEB, 1973) and although there is still reluctance in many circles to award credit by exam, by 1974 one hundred and thirty-seven institutions had agreed to grant up to one year's college credit for scores on Advanced Placement tests (CEEB, 1974). The impact of CLEP can be measured by the fact that the General Examinations have effectively replaced the two oldest and most successful independent programs of credit by exam in the country, the University of Illinois' Proficiency Exams and the Anticipatory Exams at the University of Buffalo (Aleamoni, 1973).

CLEP has also begun to have an impact on higher education in the state of Michigan. The most directly relevant data about institutional use of the General Examinations was provided to the researcher by Dr. Duane Goupell, Director of Institutional Research at Central Michigan University (CMU). Central, like Western, is a signatory to the Michigan Association of College Registrars and Admissions Officers' accord on CLEP policies and is in most significant respects institutionally comparable to WMU. Though both universities operate under the same policies, there are critical differences in their CLEP practices. Central, unlike Western, actively promotes CLEP and has taken the vital step of offering the General Examinations during Freshman Orientation. Consequently, Central students make far greater use of the
program than Western students. Dr. Goupell explained Central's use
of the General Examinations as follows: 1

Our CLEP program is geared for our new incoming Fresh-
men. As a result, most of the General Exams are offered
during the summer, before the student starts fall classes.
We give a few general exams during the year but the numbers
are not that significant. Also most of these people have
their scores sent to other institutions. Since we give the
generals to incoming freshmen this group is, on the average,
about 18 years old. We do not have breakouts by sex and I
would not want to hazard a guess on this. We are currently
in the process of gaining follow-up information on our CLEP
students, but we do not have any conclusive evidence as yet;
only beliefs as to how the students performed. Enclosed
find a detailed breakout of the summer 1973 and 1974 CLEP
groups. We are still working on this past summer's group
and don't have the final data available as yet. This sum-
mer we tested 542 people.

The data on the 1973 and 1974 CLEP groups that Dr. Goupell men-
tioned are summarized in Table 1 on page 33.

The experience of Central Michigan University with the CLEP Gen-
eral Examinations is important to Western Michigan University because
the two institutions are comparable in student bodies and educational
programs and because they are recruiting rivals and have budgets which
are controlled by the state of Michigan. As Haag (1975) pointed out,
large-scale use of CLEP by one state university can not long go un-
recognized by other institutions in the state or by the state legis-
lature.

The experience of the University of Iowa with CLEP is also ger-
main to the present study not only because of the volume of students
taking the General Examinations but also because it reveals continued
ambiguity over the issue of using competency exams for enrichment or

1Letter to researcher, October 16, 1975.
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<th>Item</th>
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acceleration. Enger and Whitney (1974) reported that as of January, 1974, the University of Iowa had awarded 23,626 hours of CLEP credit. (This alone represents more credits by exam than granted in the entire history of the University of Buffalo Anticipatory Exam program). The authors further reported that the ACT scores of students who took the Exams were higher than those who did not and that students with CLEP credit tended to graduate earlier and at a higher rate than those without CLEP credit. They concluded that the "higher graduation rates for students with CLEP credit were predictable from differences in measures in academic ability and achievement which existed at the time of admission to the University" (p. 241). The authors' major conclusion sanctions the use of CLEP by Freshmen:

The original purpose for adopting the CLEP Examinations at the University of Iowa was to enable well-prepared students to satisfy certain collegiate graduation requirements so that they could be eligible to take other courses for which their aptitude and high school instruction had prepared them. This purpose is apparently being accomplished without resulting in a flood of early and perhaps "cheap" graduations. This is especially important in light of the fourfold increase in the use of CLEP by succeeding freshman classes (p. 241).

Enger and Whitney, persuaded by 23,626 CLEP credit hours, have accepted credit by exam as a reality of contemporary American higher education. Yet, their assurances that CLEP has not produced a "flood" of "cheap" graduations can be viewed as a way of rationalizing acceleration in the guise of enrichment. This ambiguity about the purposes of credit by exam is not unusual in academe.

Faculty-Administrative Reactions to CLEP: A Case Study

No such ambiguity existed at the University of Utah where the
differences between competency testing for purposes of acceleration and/or enrichment were clearly understood. Welcker's (1973) report of a panel discussion at the University of Utah is vital to the present study because it gets at the real issues underlying the CLEP controversy - the politics of adoption of the program and faculty and administrative attitudes about the Examinations.

Dr. Franklin L. McKean, Dean of Admissions and Records at the University of Utah and chairman of the panel, gave a brief overview of the history of CLEP at the University:

In 1968 a few administrators at the University of Utah reviewed a group of examinations developed by a reputable test development organization and decided that they might be used to validate general education information. The examinations were made available for review for concerned faculty - very few if any reviews took place. The policy for giving general education credit in this fashion was approved by the Faculty Council and the program became part of the University - and lay dormant as do many such programs for several years.

Suddenly in 1970 the idea of credit by examination took hold, and the action that took place during the next year was phenomenal. More than 4,000 students took these tests on a voluntary basis, and the University of Utah had a large group of instant sophomores.

The reaction from the faculty was immediate and sometimes vociferous. Suddenly testing, particularly the objective type, was bad - it had always been (pp. 23-24).

McKean explains that the reason why the University of Utah experienced this explosion of interest in CLEP was that its major recruiting rival, Utah State, had in 1970 begun to require all its entering Freshmen to take the CLEP English Composition Examination and had thereby heightened student awareness about the program. Utah, faced with the prospect of losing students to its cross-state competition, was compelled to make its own CLEP program more accessible to students.
McKean went on to ask "What did we accomplish by this foray into the process of giving credit for nontraditional learning?"

Well, we found that young people were taking the tests (mean age, 19.1); that they were highly self-selected (top quarter of the freshman class). They averaged from 30 to 45 quarter credit hours per test sitting; they are getting better grades, are staying in school at a much higher rate than their non-tested peers - all of which may be a function of their natural inclinations.

How has this affected the University? In academic areas, particularly English, a traumatic reappraisal of the purpose of the Freshman English requirement is taking place. Faculties are relieved of some of the mundane courses and are encouraged (by survival pressures) to come up with better offerings. And when it becomes apparent that 6,000 students have been awarded more than 200,000 quarter credit hours, or the equivalent of 4,500 students have theoretically reduced the University's gross income by $3,000,000, or on the other hand, reduced the costs - or upset the dedicated credit formula - there are problems.

But these aren't new problems, and how administrators and faculty respond to this challenge of how to react or change the institution to meet the new and uncontrollable (at least by the institution) forces of change is a measure or their worth (p. 238).

The remarks of the other panel members reveal that administrators have two types of responses to CLEP: emotional and educational. Dr. Oakley J. Gordon, Dean of General Education at Utah, remarked frankly that "When you are talking to University administrators and faculty about having 'lost' that much money, it is rather emotional" (p. 240).

But, beyond this reflex action there was a legitimate concern for the impact of CLEP on General Education at the University of Utah and Dr. Gordon asked some probing questions about how the Examinations affected students. "Was this," he asked, "going to give the students some sort of overconfidence? Was it going to lead people into skipping certain courses, which some faculty feared? Would it make some people feel so guilty that they would stay a fifth year, that somehow they had cheated the world?" (p. 241).
The University had hoped, Dr. Gordon noted, that students would perceive CLEP General Education credit as a "psychological shot in the arm" which would encourage them to take honors or upper level courses – but they didn't. Even though many had full Sophomore standing, CLEP students tended to take the same number of Freshman courses as students who had not taken the Exams. They did, however, tend to avoid Freshman English and science courses and elected courses in the fine arts and the social sciences.

It came as no surprise that there was no grade point average difference at the end of the Freshman year between students who had received CLEP credit and those who had not. It came as a shock, however, that CLEP had a varying impact on the University's ability to retain students. Those who received English and/or science credit tended to stay at the University and Dr. Gordon comments:

Isn't that what you would expect: CLEP correlates with staying. But this is not the entire case. When you get to fine arts and social science, and this is what surprised me, it is just the reverse. That is, if the student found out that he was good in either the fine arts or social sciences by having gotten this CLEP credit, by the end of the fourth quarter more of them were gone. Those who found out they weren't so good in the fine arts or social studies were still here. What kind of insight is this? I find out that I am bright in the social sciences, and at the end of the third quarter, I feel I am too bright for the University of Utah? What kind of sudden insight is this? It is the exact reverse of the insight you get in English (pp. 244-45).

Dr. Gordon could provide no definite conclusions, but his questions and findings demonstrate the wide-ranging implications of credit by exam and the uncertainties that can be generated by a CLEP policy that is hastily put into effect. In a cynical aside, Dr. Gordon wondered why CLEP hadn't caught on sooner, for after all "We had been
announcing CLEP testing in the bulletin. Well, I guess that is the answer, isn't it. If you want to hide something, put it in your catalog" (p. 245).

On a more serious note, Dr. James Pappas, Director of Testing at the University of Utah, recounted faculty reactions to the adoption of CLEP:

I was attacked for letting people get credit for "walking across campus". I was attacked for being the tool that prevented the very core of higher education - the classroom learning experience. The data to indict me came from a case of one where a student was flunking out of a class, but was able to withdraw because he had received General Education credit for CLEP (p. 249).

Dr. Pappas wryly commented that "it is safe to say that one of the major impacts of credit by examination, if you institute it, you must expect difficulty with your faculty colleagues" (p. 249). In an attempt to reduce these difficulties, Dr. Pappas conducted a series of interviews with students who had received CLEP credit. He summarized his findings for the panel:

What does CLEP mean to the individual student? Well, for the typical student, it was one of either saving time, money, or effort. That was their most prominent response. For some, it was further seen as useful because it allowed more relevancy in course work. For a few, it had the effect of enhancing their self-image, of their sense of achievement. In summarizing the responses, however, "I got credit, so what?" In three years of use at Utah, credit by examination has become an institution. The kinds of things that I guess I had hoped would emerge had not been reported. Things related to personal growth, exploration, etc., had not been mentioned (p. 253).

On the basis of his findings, Dr. Pappas made the following recommendations to the panel:

First, I hope that we do not get trapped in blindly continuing its use. It could force us once again into another system that is rigid.
Secondly, I think we should recognize that it does not do what the testing company initially suggested it was designed to accomplish. It does not increase options for minorities or older students.

Third, by using national tests, we may have a tendency to exclude some of our faculty colleagues from a partnership in innovation.

Fourth, I hope we are sensitive not to stigmatize or eliminate options for the non-successful CLEP examinee.

Finally, I hope we remember the importance of advising and counseling about CLEP and other nontraditional options (p. 254).

Dr. Levi Peterson, Professor and Chairman of the English Department at Weber State in Utah, took the position of the disgruntled faculty member.

I believe my role on this panel is to act as a grumbler. I am a rather conservative professor of English and I cling to rather traditional and old-fashioned ways of doing things. In my darker mood, I tend to see a dean of admissions and records as a person who has the appearance of a cheerful innocent, but his mind is a beehive of devious machinations aimed at helping students subvert the academic standards that a conscientious faculty has devised. And in this dark mood, I tend to envision a testing officer as a glassy-eyed mystic whose vision never lights on reality, but projects inward to the ideal realms of the abstract, where he sees knowledge, the essence of education, in Euclidian simplicity and objective examination. Similarly, I tend to see a dean of general education as a man with that lean and hungry look that Julius Caesar found imprinted on the countenance of Cassius (p. 255).

Dr. Peterson is, despite his dark moods, realistic and acknowledges that "First we should be courageous about accepting the changes which are currently proposed" and "Second, I think we must be humble" and "accept CLEP." The fly in that ointment of resignation, however, is "the alarming fact" that "this seemingly self-evident axiom is strongly resisted and resented by many faculty members. I have heard faculty members giving simple instructions to representatives of the Weber State Academic Council. Kill CLEP." (p. 256).
Although Dr. Peterson is more conciliatory than the "CLEP killers", he nonetheless concludes that "having accepted CLEP, we should still remain cautious, even conservative, in its application" because the "implications of the USU mass application of CLEP seems to us a travesty upon the aims of legitimate education" for "if you grant credit by examination, at the level of the average, you will tend to lower the general level of competency - not just in the college classroom, but in your area high schools, and eventually in the nation at large" (p. 257).

Dr. Peterson has played his role of "grumbler" admirably and his concern that CLEP will further water down academic standards lends credence to Kreplin's suggestion that there is a great deal of faculty opposition to the entire issue of credit by exam.

Faculty Opposition to Credit by Exam

After reviewing the literature, Kreplin (1971) concluded that the "major obstacle" to credit by exam "appears to be the negative attitudes of faculty members rather than of students or administrators" (p. 43). Her review indicates that "faculty are most likely to accept examinations for placement, less likely to accept examinations for credit, and least likely to accept examinations for credit where the emphasis is on acceleration" (p. 43). The most frequently expressed faculty objections to credit by exam are listed below:

1. Credit by exam, with or without acceleration, poses problems for transfer students, since other institutions may not accept such credit.

2. Credit by exam, with or without acceleration, may conflict with preprofessional and graduate school requirements or with state licensing and certification requirements.
3. National programs of credit by exam arouse fears of an imposed national uniformity in courses covered by such programs.

4. When the better students are taken out of their regular classes through credit by exam, the faculty and students will suffer.

5. Segregation of students through credit by exam violates certain supposed democratic notions about education.

6. Students could sometimes get higher grades by taking the course rather than taking the exam alone.

7. Students who skip the Freshman year might miss certain subjects, like philosophy and economics, which normally begin in college.

8. College teachers frequently feel that work done during high school or through independent study, or knowledge acquired as the result of life experiences, cannot be the equivalent of college course work.

9. Lower division students are not mature enough to accelerate through credit by exam.

10. College life involves social and emotional intangibles which should not be missed through acceleration.

11. Advanced Placement and such schemes may undermine the function of liberal arts colleges by blurring the lines between high school and college. Instead of granting credit for high school courses that are freshman level, the level of freshman courses ought to be raised.

12. Certain disciplines and/or specific courses are sufficiently unique that knowledge cannot be measured by exam alone.

13. National programs of credit by exam may conflict with the diverse standards and objectives of individual institutions.

14. Acceleration through credit by exam may unduly affect initial choice of major or make changes in fields of concentration difficult, or result in premature specialization.

15. Acceleration through credit by exam may result in sacrifice in breadth and depth of study.
16. By not attending classes, students miss certain things in their general education such as:

a. Systematic coverage of subject matter.
b. Supporting data, material not contained in a regular textbook but furnished by the instructor.
c. Enthusiasm and deeper points of view through interaction with faculty and other students.

17. Credit by exam places undue emphasis on the certification function of higher education.

18. Credit by exam undermines class-wide solidarity among students entering in the same year.

19. Where standardized exams for credit are used to test the competence of large numbers of students, as in certification for nursing or teaching, classroom instruction and/or independent study may come to be oriented simply towards passing the exam, rather than towards the mastery of a body of subject matter (pp. 44-45).

Kreplin cautions that this list is hardly exhaustive and only hints at the extent of faculty opposition to credit by exam. The author does concede that faculty opposition to credit by exam sometimes decreases with increased familiarity (this is especially true if there are large numbers of Advanced Placement students on the campus), but she warns that "virtually all of the literature on credit by examination programs, whether national or individual institutional, reports considerable faculty objections upon initiation of the program" (p. 47). She further cautions that these objections sometimes never dissipate as indicated by the fact that the University of Buffalo's Anticipatory Exams met with approval of only 60% of the faculty 20 years after their introduction.

Kreplin suggests that administrators have more positive attitudes about credit by exam than do faculty. A national survey, for instance,
reported that "admissions officers are generally in the vanguard in promoting more liberal AP policies" (p. 55). But, "while the literature generally indicates that college or university administrators are more favorable than faculty to programs of credit by examination, solid empirical data is again lacking" (p. 51).

Kreplin concludes that opposition to credit by exam remains strong and that it centers around the idea of acceleration as summarized below:

The opponents of acceleration seem to feel...that mature learning is, at least in part, a matter of seasoning that cannot be attained without predetermined units of exposure, like the ripening of grapes in the sun where a curtailment of time reduces the sugar content. They seem to feel that the same length of time is required for all individuals (p. 56).

Summary

This chapter presented an overview of the history of credit by exam, explained the rationale for the CLEP program, described CLEP validation studies and the use of CLEP by nontraditional and traditional students, cited a case study of faculty and administrative reactions to CLEP and summarized the evidence of faculty and administrative opposition to credit by exam. The next chapter will describe the procedures of the study.
CHAPTER THREE
PROCEDURES

Introduction

The purposes of this chapter are to explain the survey questionnaire that was designed as the research instrument for the study, to describe the populations that were selected for the survey and the rationale for their selection, and to describe the collection procedures.

Design of the Questionnaire

The design of the survey questionnaire is the product of the joint efforts of Dr. Rodney Roth, Chairman of the Department of Educational Leadership at Western Michigan University, Dr. Jack Asher, Director of WMU's Office of Institutional Research, Dr. Sid Dykstra, Associate Dean of WMU's Graduate College, Mr. Larry Berman, Director of WMU's Testing Services, and the researcher. The questionnaire was designed to attempt to answer the following research questions:

1. What are the attitudes of the populations about credit by exam?

2. What are the attitudes of the populations about WMU's CLEP General Examination policies?

3. What are the attitudes of the populations about WMU's CLEP General Examination practices?

4. What are the attitudes of the populations about expanding WMU's CLEP General Examination program?

5. How do the attitudes of the populations compare with one another?
The questionnaire was designed to pose a series of statements that express the most critical issues regarding credit by exam and the CLEP General Examinations as discussed in the literature, especially in the articles by Kreplin (1971) and Haag (1975). In an effort to establish content validity of the instrument, the questionnaire contained a series of statements pertaining to the general issues of credit by exam followed by alternating series of statements pertaining to WMU's CLEP General Examination policies and practices. In an effort to prevent response bias of the instrument, the questionnaire contained both positive and negative statements in each of these three categories. The rationale for this categorization and sequencing of the questionnaire items was the suggestion drawn from the literature that faculty and administrators are more favorable to the idea of credit by exam in the abstract than to specific programs in practice (Kreplin, 1971). It was determined that the congruity of the attitudes of the populations about credit by exam and WMU's CLEP General Examination policies and practices could be measured by analyzing the degree to which the populations support or oppose expansion of WMU's CLEP General Examination program.

These design considerations resulted in the 25 item questionnaire which is produced on pages 46 and 47 and in which:

1. Questionnaire items 1 through 9 are defined as statements pertaining to credit by exam.

2. Questionnaire items 11, 15, 16 and 18-24 are defined as statements pertaining to WMU's CLEP General Examination policies.

3. Questionnaire items 10, 12, 13, 14, 17 and 25 are defined as statements pertaining to WMU's CLEP General Examination practices.
PLEASE READ CLEP BROCHURE AND QUESTIONNAIRE BEFORE RESPONDING

PLEASE CIRCLE THE NUMBER OF THE RESPONSE THAT BEST DESCRIBES YOUR ATTITUDE

1 = STRONGLY AGREE
2 = MILDLY AGREE
3 = NEUTRAL
4 = MILDLY DISAGREE
5 = STRONGLY DISAGREE
6 = DON'T KNOW

1. Advanced placement (placement in advanced college courses without credit on the basis of competency exams) is a good educational concept.

2. Credit by exam (college credit on the basis of competency exams) is a good educational concept.

3. A system of competency exams should be an integral part of college degree programs.

4. Credit by exam is an appropriate means of allowing students to reduce the time and money they invest in a college education.

5. A college degree primarily represents possession of theoretical knowledge.

6. Credit by exam merely accelerates a student's college education while advanced placement enriches it.

7. A college education is a seasoning process that involves social, emotional and intellectual maturation that should not be missed through acceleration.

8. Credit by exam places undue emphasis on the certification function of higher education.

9. College credit should be awarded for the possession of knowledge rather than the process of acquiring it.

10. I am not familiar with the College-Level Examination Program (CLEP).

11. Allowing students to fulfill General Education requirements through the CLEP General Exams is good educational policy.

12. WMU should maximize publicity about the CLEP General Exams.

PLEASE COMPLETE OTHER SIDE

-OVER-
PLEASE CIRCLE THE NUMBER
OF THE RESPONSE THAT BEST
DESCRIBES YOUR ATTITUDE

13. WMU should mail its CLEP brochure to all prospective Freshmen.

14. WMU should invite Freshmen with superior academic records to take the CLEP General Exams during Freshman Orientation.

15. WMU should require all Freshmen to take the CLEP General Exams during Freshman Orientation.

16. Students should receive letter grades as well as credit for successful performances on the CLEP General Exams.

17. Students who receive CLEP General Education credit should be given special academic advising about ways of enriching their college education.

18. WMU should restrict the CLEP General Exams to students with superior academic records.

19. WMU should restrict the CLEP General Exams to students over twenty-one.

20. WMU should adopt the 75th percentile rather than the present 50th percentile as the passing point on the CLEP General Exam.

21. WMU should award a maximum of only 15 credit hours rather than the present 30 hours on the CLEP General Exams.

22. WMU should require students to pay regular tuition for all credit they receive on the CLEP General Exams.

23. WMU should enrich its General Education program rather than award CLEP General Education credit.

24. Since WMU awards transfer credit for knowledge acquired at other colleges, it should also award credit for knowledge demonstrated on the CLEP General Exams no matter where the knowledge was acquired.

25. I oppose WMU's CLEP program because it threatens my job security.

PLEASE RETURN TO:
ROBERT GORDON
3600 DUNBAR HALL
Selection of the Populations

The populations selected for the study are indicated in Table 2 below.

Table 2
Populations Selected for Study

<table>
<thead>
<tr>
<th>Population</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All WMU undergraduate Academic Advisers and</td>
<td>97</td>
</tr>
<tr>
<td>Admissions Counselors</td>
<td></td>
</tr>
<tr>
<td>All WMU undergraduate Deans and Department Chairpersons</td>
<td>55</td>
</tr>
<tr>
<td>All WMU College of General Studies Faculty</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
</tr>
</tbody>
</table>

The Admissions Counselors were selected because they are the key link between the University and Freshmen with respect to access to information about CLEP while the Academic Advisers were selected because they are the primary interface between the University and all students with respect to academic requirements and how the CLEP General Examinations affect those requirements. The Deans and Chairpersons were selected because of their critical influence over formulation of Western's CLEP policies and practices. The faculty of the College of
General Studies were selected because of their knowledge of General Education and because expansion of WMU's CLEP General Examination program would almost certainly have an impact on their programs and perhaps on their job security. One faculty population (General Studies), one administrative population (Deans and Chairpersons), and one faculty-administrative population (Academic Advisers and Admissions Counselors) were selected in an attempt to substantiate Kreplin's (1971) suggestion that administrators "are more favorable than faculty to programs of credit by examination" (p. 51).

Collection Procedures

The names of the Academic Advisers and Admissions Counselors were obtained from the University Coordinator of Academic Advising. The names of the Deans and Chairpersons were obtained from the Vice President for Academic Affairs. The names of the General Studies Faculty were obtained from the Dean of the College of General Studies.

On October 15, 1975, the researcher mailed three pieces of collection materials to the selected populations through WMU's campus mail:

1. A cover letter (Appendix A)
2. A copy of WMU's CLEP brochure
3. A copy of the questionnaire

By October 27, 1975, a total of 87 of the 213 questionnaires had been returned to the researcher. On that date, the researcher mailed internally three more pieces of collection materials to those persons who had not yet responded:
1. A second cover letter (Appendix B)

2. A copy of WMU's CLEP brochure

3. A copy of the questionnaire

A research decision was made to accept no more questionnaires after November 15, 1975. As of that date, the researcher had received a total of 126 or 59% of the 213 questionnaires that had been sent out.

Summary

This chapter explained the survey questionnaire that was designed as the research instrument, described the populations that were selected for the survey and the rationale for their selection, and described the collection procedures. The next chapter will present the findings and analyze the data.
CHAPTER FOUR
FINDINGS AND DATA ANALYSIS

Introduction

This chapter will review the problem, present the findings and analyze the data with respect to the research questions.

Review of the Problem

The purposes of the study were to attempt to determine the attitudes of three faculty-administrative populations at Western Michigan University (WMU) about credit by exam and WMU's College-Level Examination Program (CLEP) General Examination policies and practices. The three populations were: (1) all undergraduate Academic Advisers; (2) all undergraduate Deans and department Chairpersons, and; (3) the faculty of the College of General Studies. The study sought answers to five research questions:

1. What are the attitudes of the populations about credit by exam?
2. What are the attitudes of the populations about WMU's CLEP General Examination policies?
3. What are the attitudes of the populations about WMU's CLEP General Examination practices?
4. What are the attitudes of the populations about expanding WMU's CLEP General Examination program?
5. How do the attitudes of the populations compare with one another?
Presentation of the Findings

Return rates

The findings are based on data obtained from the responses of the three populations to the questionnaire designed for the study. The return rates of the three populations are summarized in Table 3 below.

Table 3
Return Rates

<table>
<thead>
<tr>
<th>Population</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisers</td>
<td>60 of 97 = 62%</td>
</tr>
<tr>
<td>Deans and Chairpersons</td>
<td>32 of 55 = 58%</td>
</tr>
<tr>
<td>General Studies Faculty</td>
<td>34 of 61 = 56%</td>
</tr>
<tr>
<td>Total</td>
<td>126 of 213 = 59%</td>
</tr>
</tbody>
</table>

Mean responses

There were 25 items in the questionnaire and six possible responses: 1 = Strongly Agree; 2 = Mildly Agree; 3 = Neutral; 4 = Mildly Disagree; 5 = Strongly Disagree, and; 6 = Don't Know. The mean responses of the three populations to each of the 25 questionnaire items are summarized in Table 4 on page 53. For purposes of analysis, responses 3 and 6, Neutral and Don't Know, were combined into a single category.
<table>
<thead>
<tr>
<th>Item</th>
<th>Advisers</th>
<th>Deans and Chairpersons</th>
<th>General Studies Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.77</td>
<td>1.75</td>
<td>1.97</td>
<td>1.82</td>
</tr>
<tr>
<td>2</td>
<td>1.75</td>
<td>2.03</td>
<td>2.12</td>
<td>1.88</td>
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<tr>
<td>3</td>
<td>1.80</td>
<td>1.78</td>
<td>2.03</td>
<td>1.85</td>
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<tr>
<td>4</td>
<td>1.90</td>
<td>2.50</td>
<td>2.03</td>
<td>2.09</td>
</tr>
<tr>
<td>5</td>
<td>3.38</td>
<td>3.63</td>
<td>3.53</td>
<td>3.55</td>
</tr>
<tr>
<td>6</td>
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<td>2.66</td>
<td>2.56</td>
<td>2.50</td>
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<tr>
<td>7</td>
<td>2.85</td>
<td>2.63</td>
<td>2.47</td>
<td>2.69</td>
</tr>
<tr>
<td>8</td>
<td>3.03</td>
<td>3.38</td>
<td>2.94</td>
<td>3.10</td>
</tr>
<tr>
<td>9</td>
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<td>3.06</td>
<td>2.74</td>
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<td>10</td>
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<td>11</td>
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<td>2.09</td>
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<td>2.00</td>
<td>2.38</td>
<td>2.16</td>
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<td>2.20</td>
<td>2.28</td>
<td>2.38</td>
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<td>14</td>
<td>1.87</td>
<td>2.47</td>
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<td>15</td>
<td>3.92</td>
<td>3.38</td>
<td>4.41</td>
<td>3.91</td>
</tr>
<tr>
<td>16</td>
<td>3.83</td>
<td>4.00</td>
<td>4.12</td>
<td>3.95</td>
</tr>
<tr>
<td>17</td>
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<td>18</td>
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<td>19</td>
<td>4.15</td>
<td>4.38</td>
<td>3.38</td>
<td>4.00</td>
</tr>
<tr>
<td>20</td>
<td>2.70</td>
<td>2.63</td>
<td>2.44</td>
<td>2.61</td>
</tr>
<tr>
<td>21</td>
<td>3.32</td>
<td>3.56</td>
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<td>24</td>
<td>2.22</td>
<td>1.94</td>
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<td>2.16</td>
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<tr>
<td>25</td>
<td>4.47</td>
<td>4.56</td>
<td>3.97</td>
<td>4.36</td>
</tr>
</tbody>
</table>
Agree-Disagree responses

A research decision was made to summarize the findings by combining the percentages of responses 1 and 2, Strongly Agree and Mildly Agree, into a single Agree percentage and by combining the percentages of responses 4 and 5, Mildly Disagree and Strongly Disagree, into a Disagree percentage. The combined Agree-Disagree percentages of responses are summarized in Table 5 on page 55.

Attitudes about credit by exam

This section of the chapter will analyze the data with respect to research question 1 "What are the attitudes of the populations about credit by exam?" Items 1 through 9 on the questionnaire pertain to the issue of credit by exam.

Analysis of Table 5 indicates that the populations agree with the statements in questionnaire items 1, 2, 3, 4, 6, 7 and 9. These statements are produced below:

1. Advanced placement (placement in advanced college courses without credit on the basis of competency exams) is a good educational concept.

2. Credit by exam (college credit on the basis of competency exams) is a good educational concept.

3. A system of competency exams should be an integral part of college degree programs.

4. Credit by exam is an appropriate means of allowing students to reduce the time and money they invest in a college education.

6. Credit by exam merely accelerates a student's college education while advanced placement enriches it.

7. A college education is a seasoning process that involves social, emotional and intellectual maturation that should not be missed through acceleration.
Table 5

Percent of Agree-Disagree Responses

<table>
<thead>
<tr>
<th>Item</th>
<th>Advisers Agree Dis-Agree</th>
<th>Deans and Chairpersons Agree Dis-Agree</th>
<th>General Studies Faculty Agree Dis-Agree</th>
<th>Total Agree Dis-Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>87 9</td>
<td>84 12</td>
<td>79 12</td>
<td>85 10</td>
</tr>
<tr>
<td>2</td>
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<td>6 84</td>
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<td>4 73</td>
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Analysis of Table 5 indicates that the populations do not agree with the statements in questionnaire items 5 and 8. These statements are produced below:

5. A college degree primarily represents possession of theoretical knowledge.

8. Credit by exam places undue emphasis on the certification function of higher education.

In summary, the populations are favorable to the idea of credit by exam, but they also are favorable to the idea of advanced placement. In short, the populations agree with the idea of awarding college credit for the possession of knowledge, but they also agree with the idea that a college education is a maturational process. Consequently, the populations support competency testing for purposes of both acceleration and enrichment.

**Attitudes about WMU's CLEP General Examination policies**

This section of the chapter will analyze the data with respect to research question 2 "What are the attitudes of the populations about WMU's CLEP General Examination policies?" Items 11, 15, 16 and 18 through 24 on the questionnaire pertain to these policies.

Analysis of Table 5 indicates that the populations agree with the statements in questionnaire items 11 and 24. These statements are produced below:

11. Allowing students to fulfill General Education requirements through the CLEP General Exams is good educational policy.

12. Since WMU awards transfer credit for knowledge acquired at other colleges, it should also award credit for knowledge demonstrated on the CLEP General Exams no matter where the knowledge was acquired.
Analysis of Table 5 indicates that the populations do not agree with the statements in questionnaire items 15, 16, 18, 19, 20, 21, 22 and 23. These statements are produced below:

15. WMU should require all Freshmen to take the CLEP General Exams during Freshman Orientation.

16. Students should receive letter grades as well as credit for successful performances on the CLEP General Exam.

18. WMU should restrict the CLEP General Exams to students with superior academic records.

19. WMU should restrict the CLEP General Exams to students over twenty-one.

20. WMU should adopt the 75th percentile rather than the present 50th percentile as the passing point on the CLEP General Exams.

21. WMU should award a maximum of only 15 credit hours rather than the present 30 hours on the CLEP General Exams.

22. WMU should require students to pay regular tuition for all credit they receive on the CLEP General Exams.

23. WMU should enrich its General Education program rather than award CLEP General Education credit.

In summary, the populations agree with WMU's policy of allowing students to earn General Education credit through the CLEP General Examinations, but oppose adopting the 75th percentile rather than the present 50th percentile as the passing point on the Examinations, oppose requiring all Freshmen to take the Examinations, oppose restricting the Examinations to students with superior academic records and/or to students over twenty-one, oppose awarding a maximum of only 15 credit hours rather than the present 30 hours for the Examinations, and oppose requiring students to pay tuition for CLEP General Examination credit.
Attitudes about WMU's CLEP General Examination practices

This section of the chapter will analyze the data with respect to research question 3 "What are the attitudes of the populations about WMU's CLEP General Examination practices?" Items 10, 12, 13, 14, 17 and 25 on the questionnaire pertain to these practices.

Analysis of Table 5 indicates that the populations agree with the statements in questionnaire items 12, 13, 14 and 17. These statements are produced below:

12. WMU should maximize publicity about the CLEP General Exams.

13. WMU should mail its CLEP brochure to all prospective Freshmen.

14. WMU should invite Freshmen with superior academic records to take the CLEP General Exams during Freshman Orientation.

15. Students who receive CLEP General Education credit should be given special academic advising about ways of enriching their college education.

Analysis of Table 5 indicates that the populations do not agree with the statements in questionnaire items 10 and 25. These statements are produced below:

10. I am not familiar with the College-Level Examination Program (CLEP).

25. I oppose WMU's CLEP program because it threatens my job security.

In summary, the populations are familiar with CLEP, favor maximizing publicity about the General Examinations, favor mailing the University's CLEP brochure to all prospective Freshmen, favor inviting Freshmen with superior academic records to take the tests, favor giving special academic advising to students who receive CLEP General Education credit, and do not perceive CLEP as a threat to their job security.

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Attitudes about expansion of WMU's CLEP General Examination program

This section of the chapter will analyze the data with respect to research question 4 "What are the attitudes of the populations about expanding WMU's CLEP General Examination program?" In an attempt to determine whether the populations favor or oppose expansion of the program, the researcher rank ordered the 25 questionnaire items by percentage of Agree responses. The rank order is summarized in Table 6 on page 60.

Analysis of Table 6 indicates that the populations support expansion of WMU's CLEP General Examination program as evidenced by the fact that they not only approve of the idea of credit by exam, but also agree that Western should maximize publicity about the Exams, should mail its CLEP brochure to all prospective Freshmen, should invite Freshmen with superior academic records to take the Exams, and should provide special academic advising for students who receive CLEP credit. The populations do not, however, support expanding WMU's CLEP General Examination program to the point of requiring all Freshmen to take the Exams or of awarding letter grades as well as credit for successful performances on the tests. Further evidence of the support of the populations for the General Exam program is the fact that they do not agree with suggestions that the program be limited by restricting it to students with superior academic records or to students over twenty-one, by raising the performance level from the 50th to the 75th percentile, by awarding a maximum of 15 instead of 30 CLEP credit hours, or by requiring students to pay tuition for CLEP credit by exam.
## Table 6

Rank Order of Agree Responses by Percentages

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<th>Item</th>
<th>Percentage of Agree Responses</th>
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<tr>
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</table>
In summary, the populations favor expanding WMU's CLEP General Examination program and oppose suggested changes in policies and practices that would limit the program.

Comparison of attitudes among populations

This section of the chapter will analyze the data with respect to research question 5 "How do the attitudes of the populations compare with one another?" The variance was measured by means of a Chi-Square test for K-independent samples at the .05 Level of Significance. The results of the test are summarized in Table 7 on page 62.

Analysis of Table 7 indicates that there is significant variance among the populations on questionnaire items 4, 11, 15 and 23. Re-analysis of Table 5 indicates that on questionnaire item 4, 78% of the Advisers and 76% of the General Studies Faculty agree with the statement as compared to 62% of the Deans and Chairpersons. On questionnaire item 11, 81% of the Deans and Chairpersons and 75% of the Advisers agree with the statement as compared to 33% of the General Studies Faculty. On questionnaire item 15, 35% of the Deans and Chairpersons agree with the statement as compared to 17% of the Advisers and 0% of the General Studies Faculty. On questionnaire item 23, 42% of the General Studies Faculty agree with the statement as compared to 22% of the Advisers and 15% of the Deans and Chairpersons.

In summary, there is significant variance of attitudes among the populations on only four of the 25 questionnaire items.
Table 7
Chi-Square Table of Probability for Items 1-25

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*Significant at the .05 Level of Probability
Summary

This chapter reviewed the problem, presented the findings and analyzed the data with respect to the five research questions. The next chapter will present an overall summary, state conclusions and suggest implications of the study.
CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Introduction

The purpose of this study was to determine the attitudes of three faculty and administrative populations at Western Michigan University about credit by exam and the University's College-Level Examination Program (CLEP) General Examination policies and practices. The study sought to answer five research questions:

1. What are the attitudes of the populations about credit by exam?
2. What are the attitudes of the populations about WMU's CLEP General Examination policies?
3. What are the attitudes of the populations about WMU's CLEP General Examination practices?
4. What are the attitudes of the populations about expanding WMU's CLEP General Examination program?
5. How do the attitudes of the populations compare with one another?

A 25 item questionnaire, designed for the study, was distributed to three populations: (1) all undergraduate Academic Advisers; (2) all undergraduate Deans and department Chairpersons, and; (3) the faculty of the College of General Studies. A total of 59% of the three populations completed and returned the questionnaire.

Credit by exam

The populations are favorable to the idea of credit by exam, but they are also favorable to the idea of advanced placement. In short,
the populations agree with the idea of awarding college credit for the
possession of rather than the process of acquiring knowledge, but they
also agree with the idea that a college education is a maturational
process. Consequently, the populations support competency testing
for purposes of both acceleration and enrichment.

WMU's CLEP General Examination policies

The populations agree with WMU's policy of allowing students to
earn General Education credit through the CLEP General Examinations,
but oppose adopting the 75th percentile rather than the present 50th
percentile as the passing point on the Examinations, oppose requiring
all Freshmen to take the Examinations, oppose awarding letter grades
as well as credit for the Exams, oppose restricting the Examinations
to students with superior academic records and/or to students over
twenty-one, oppose awarding a maximum of only 15 credit hours rather
than the present 30 hours for the Examinations, and oppose requiring
students to pay tuition for CLEP General Examination credit.

WMU's CLEP General Examination practices

The populations are familiar with CLEP, favor maximizing pub-
licity about the General Examinations, favor mailing the University's
CLEP brochure to all prospective Freshmen, favor inviting Freshmen
with superior academic records to take the tests, favor giving special
academic advising to students who receive CLEP General Education cre-
dit, and do not perceive CLEP as a threat to their job security.
Expansion of WMU's CLEP General Examination program

The populations favor expanding WMU's CLEP General Examination program and oppose suggested changes in policies and practices that would limit the program.

Comparison of attitudes among populations

There is general agreement among the populations and significant variance of attitudes on only four of the 25 questionnaire items.

Conclusions

All three populations firmly support the idea of credit by exam, approve of existing CLEP General Examination policies and practices at Western Michigan University, and favor suggested changes in policies and practices that would expand the University's CLEP General Examination program.

Implications

These conclusions indicate that the populations approve of the use of competency testing for purposes of credit by exam, otherwise known as advanced standing or acceleration. However, the populations also firmly support the use of competency testing for purposes of advanced placement or enrichment. This contradiction in educational philosophy regarding competency testing has persisted throughout the history of credit by exam and suggests continued ambiguity about the meaning of a college education.
The conclusion that all three populations support the idea of credit by exam and WMU's CLEP General Examination policies and practices fails to substantiate Kreplin's (1971) contention that the "major obstacle" to credit by exam is the "negative attitudes of faculty members, rather than of students or administrators" (p. 43). The finding that the faculty of the College of General Studies supports WMU's CLEP General Examination program as solidly as the Advisers and the Deans and Chairpersons is particularly noteworthy. However, it should be remembered that, to date, few students have taken the General Examinations at Western and that faculty attitudes tend to become more negative in proportion to actual numbers of students receiving credit by exam (Welcker, 1973).

The results of this study have some definite leadership implications for Western Michigan University and other institutions of higher education. There can be little doubt that there is a generally favorable attitude about the CLEP General Examinations among faculty and administrators at Western and that the University is justified in expanding its General Exam program. Expansion should, however, involve putting a single individual in overall charge of the program and it should involve creation of a process for informing all concerned parties about the program. Most of all, expansion should involve a major attempt to distinguish between advanced standing and advanced placement. Educators should be aware that credit by exam could lead to a new cultural definition of college education that emphasizes possession of knowledge and that de-emphasizes the intellectual, social and emotional process of acquiring knowledge.
Expansion of the CLEP General Examination program at Western Michigan University - and elsewhere - should be done prudently, perhaps even cautiously, and should be accompanied by further research that more clearly defines the conditions under which faculty and administrators approve of the program and that monitors changes in faculty and administrators' attitudes as the General Examination program changes.
APPENDICES
TO: SELECTED WMU FACULTY AND ADMINISTRATORS

FROM: ROBERT W. GORDON (DOCTORAL STUDENT)

RE: COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

DATE: OCTOBER 15, 1975

Perhaps you already know that Western Michigan now allows all students to take the College-Level Examination Program (CLEP) General Examinations (see enclosed brochure for details). Freshmen stand to profit most from the University's policies on CLEP since they can potentially bypass all Freshman-Sophomore level General Education requirements. And, since the CLEP General Examinations cost only $40.00, they can save up to $600.00 on 30 hours tuition and $2000.00 on one year's room and board.

While offering advantages to students, CLEP calls many of the basic assumptions about undergraduate education into question. I am conducting a survey of faculty and administrative attitudes about CLEP and would appreciate it if you would complete the enclosed questionnaire and return it to me by October 20, 1975. The confidentiality of your responses is, of course, assured.

Thank you for your time and cooperation.
Appendix B

TO: SELECTED WMU FACULTY AND ADMINISTRATORS
FROM: ROBERT W. GORDON (DOCTORAL STUDENT)
RE: COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)
DATE: OCTOBER 27, 1975

Can I remind you of the correspondence I sent to you on October 15, 1975 regarding the College-Level Examination Program and ask you to take a few minutes out of your busy schedule to complete the enclosed questionnaire? I would appreciate it if you would return the completed questionnaire to me at 3600 Dunbar by October 31, 1975.

Thank you for your time and cooperation.
REFERENCES


Casserly, Patricia, "What College Students Say About Advanced Placement." College Board Review, Part I (Fall, 1968), No. 69, pp. 6-10, 28-34; Part II (Winter, 1968-1969), No. 70, pp. 18-22.


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Jones, E.S., and Ortner, Gloria K., "College Credit by Examination: An Evaluation of the University of Buffalo Program." The University of Buffalo Studies, Vol. 21, No. 3 (1954), pp. 127-201.


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