



Advancing Global Higher Education

Leadership and Advocacy

GED[®] High School Equivalency Credential Policy, Practice and Perceptions

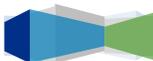
Results of the AACRAO and ACE October 2015 60 Second Survey



The October 2015 AACRAO 60 Second Survey focused on the GED® High School Equivalency Credential (GED®) (Appendix A). AACRAO and the American Council on Education (ACE) partnered on this survey to better understand institutional policies, practices and perceptions of students who enter postsecondary education after having successfully completed the GED® test, thereby earning their states' high school diploma or equivalency credential. For more than 70 years, the GED® program has provided a second chance for adults who lack a high school diploma to pursue their educational and career goals. The GED® Test is primarily an English-language U.S.-based exam, although Spanish-language and Canadian (available in English and French) versions are also offered. Within and outside the U.S., the test is viewed as a value-added credential for individuals pursuing both postsecondary and career goals.

Key Findings

- 1) GED High School Equivalency credentials are accepted by nearly all (98%, n=413) of the U.S. institutions responding to the survey.
- 2) For 2015, most institutions reported that GED credential holders made up less than five percent (5%) of their applicant, admits or enrollees, consistent with the often cited¹ reports that one in twenty students entering postsecondary schools holds a high school credential earned by passing the GED test.
- 3) Almost two-thirds (63%, n=406) reported being aware that the GED test changed in 2014, although most were not familiar with the specific changes. Respondents were most aware that the test is now “more rigorous and was normed on the performance of graduating high school seniors in 2013”.
- 4) Nearly all (98.4%, n=365) stated that the enrollment processes are the same for traditional high school graduates and GED® graduates, although comprehensive (undergraduate, graduate and/or professional) institutions are less likely (86.7%) to have the same admissions processes for both populations than lower division or undergraduate only institutions (97.9% and 98.4% respectively).
- 5) The majority (81.3%, n=311) indicated that their institution's general perception of and experience with GED graduates is that these students have demonstrated that they are equivalent to an applicant that earned a traditional high school diploma.



¹ National Center for Education Statistics report in 2002, [Condition of Education](#), Indicator 35, Table 35-1, cites 5.2% of undergraduates having a "GED or other equivalency

Response Rate

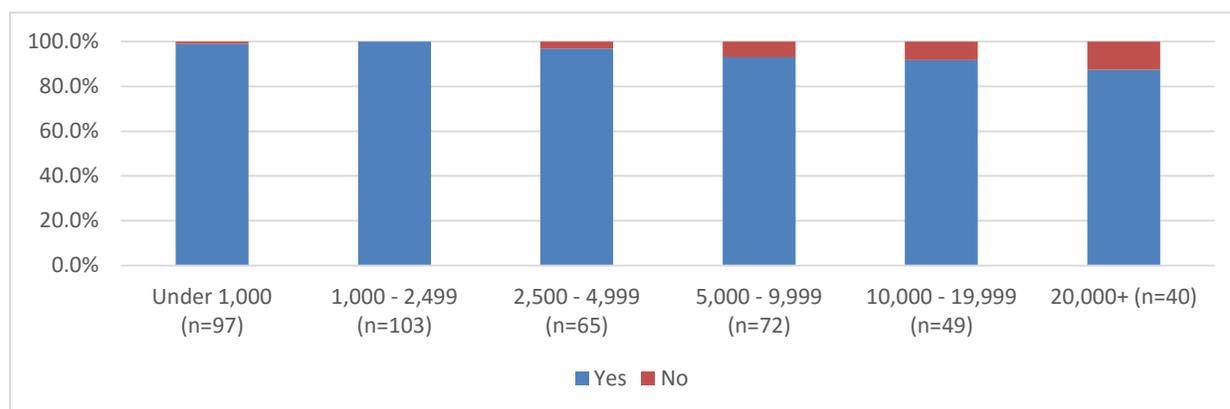
The survey received 465 responses, some of which represented the same institution, and others are graduate and/or professional programs only. Limiting the number of responses to one per institution and removing graduate schools left 426 usable responses for this report. Most were U.S. (n=413) and Canadian (n=10) institutions of varying size, type and control (Appendix B and C).

The response rate is lower than our typical 60 Second Surveys. It is unknown if the lower-than-normal response rate is a result of institutions who do not accept the GED® credential choosing not to respond to the survey. Given that almost all (96%) indicated their institution accepts the GED® credential and most are U.S. institutions the results appears to support this supposition (Table 1). There is a subtle but statistically significant relationship between institutional size and whether an institution accepts the GED® credential (Figure 1). Institutional type and control had no influence on acceptance of the test.

Table 1: Acceptance Rate of GED® High School Equivalency Credential by Country

	United States (n=413)	Canada (n=10)	Jamaica (n=1)	Netherlands Antilles (n=1)	Qatar (n=1)
Yes	97.8%	40.0%	0.0%	100.0%	0.0%
No	2.2%	60.0%	100.0%	0.0%	100.0%

Figure 1: Relationship Between Institution Size and Acceptance of the GED®



Chi-Squared Test		
	Basic	Advanced
Statistical Significance (P-Value)	Clearly significant	0.002864
Effect Size (Cramer's V)	Small	0.205937
Sample Size		426



Results

Most institutions reported that “less than 5%” of their 2015 applicants, admitted students and enrolled students possess a GED® credential (Table 2).

Table 2: Percentage of individuals possessing a GED® High School Equivalency Credential among the following populations served in 2015

	less than 5%	5-10%	11-15%	16-20%	More than 20%	Total Responses
Applicants	70.4%	16.4%	5.9%	3.0%	4.3%	371
Admitted students	73.8%	15.7%	4.1%	3.0%	3.3%	362
Enrolled students	74.9%	16.3%	3.6%	2.2%	3.0%	362

Of the 10 respondents who provided their institution’s rationale against accepting the GED® credential, several indicated that their institution requires specific grade 12 course not met by the test and one stated, “Our student population is from the top 10% of their high school class. The GED would not satisfy this requirement” (Appendix D). It is important to note that the GED Testing Service publication, [2014 GED Program: A Guide for Admissions Officers](#) (Appendix E), in addition to providing additional information about the exam and interpreting GED® test scores, includes a table comparing 2014 GED® test average scores and estimated National (U.S.) Class Rank of graduating high school seniors.

Almost two-thirds (63.3%, n=406) knew that the test changed in 2014. However, of those who knew the test changed, most were not overly familiar with the specific changes (Figure 2). Among the changes provided to respondents in the survey, they were most familiar (60.1%, n=213) with the fact that “The new GED® test is more rigorous and was normed on the performance of graduating high school seniors in 2013.” On the other end of the scale, participants were least familiar with the ACE recommendation “. . . that applicants that achieve the GED® Score with Honors should be waived from developmental education courses and placement exams.”

The survey asked whether the institution’s admissions process was the same for traditional high school graduates and GED® graduates. The majority (91.8%, n=364) indicated that the



admissions process is the same. While institutional control is not related to this practice, institutional size and type in this sample are both significantly, albeit subtly, related to whether an institution has the same admission process for both student populations (Table 3).

Figure 2: Percentage of Respondents Familiar with GED® Test Changes (n=213)

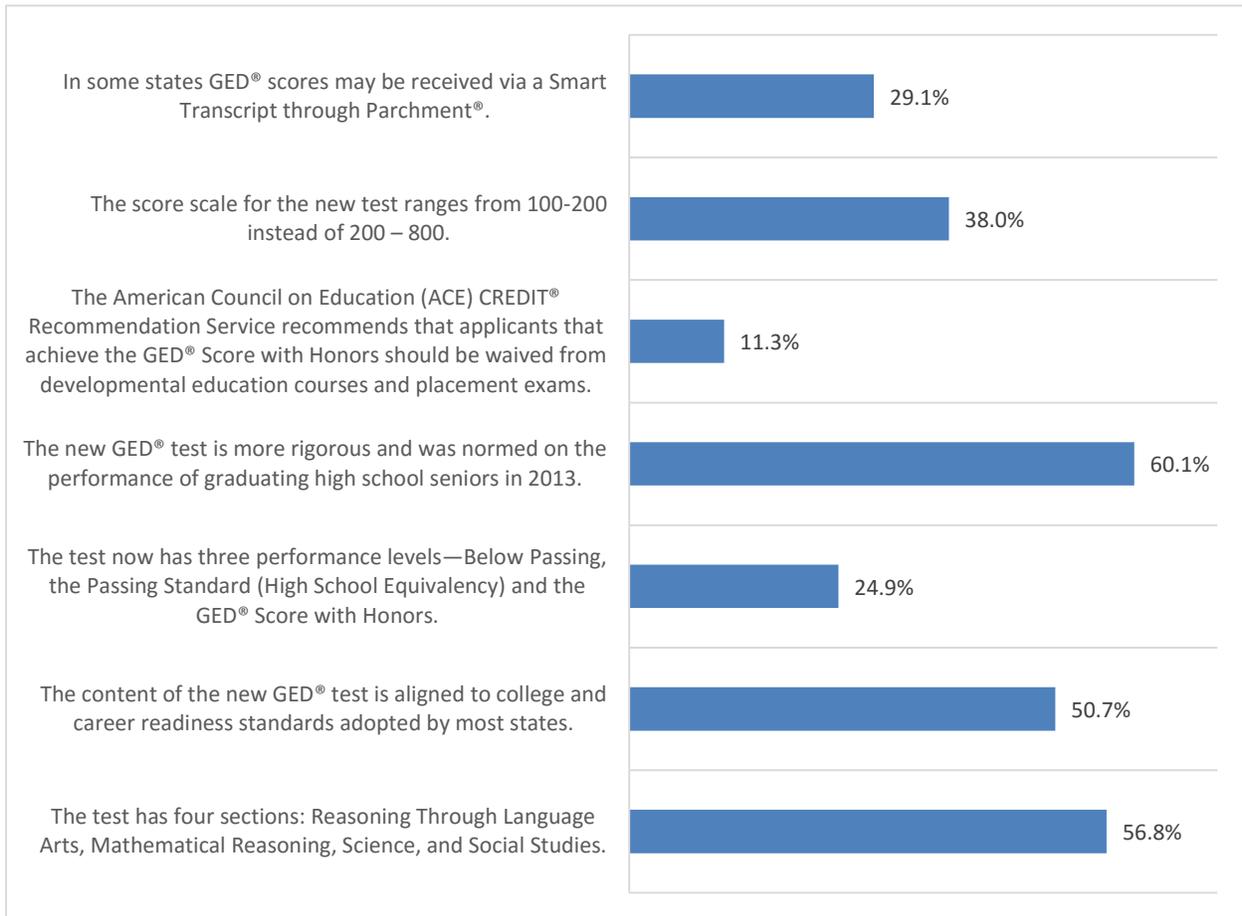
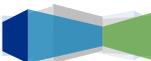


Table 3: Chi-Squared Test for Admission Process by Size and Type of Institution

Chi-Squared Test – Institution Size		
	Basic	Advanced
Statistical Significance (P-Value)	Clearly significant	0.000816
Effect Size (Cramer’s V)	Small	0.240104
Sample Size	364	
Chi-Squared Test – Institution Type		
	Basic	Advanced
Statistical Significance (P-Value)	Clearly significant	0.001404
Effect Size (Cramer’s V)	Small	0.206665
Sample Size	364	



Smaller institutions are more likely than larger to have the same admissions practices. Comprehensive (undergraduate, graduate and/or professional) institutions are slightly less likely (86.7%) to have the same admissions processes for both populations than lower division only or undergraduate only institutions - 97.9% and 98.4% respectively. Almost all (98.4%, n=365) stated that the enrollment processes are the same for traditional high school graduates and GED® graduates.

Of the 256 respondents who identified one or more additional requirements for GED® graduates, the GED® transcript was the most noted (Table 4). The minimum combined score range reported for the ACT was 16-24 (Appendix F) and 550-1470 for the SAT (Appendix G). Additional requirements listed include an age threshold, copies of the high school transcript if it exists, and an essay among others (Appendix H). Table 5 summarizes the placement tests used by the 99 who provided answers to that question, and table 6 lists the unduplicated responses for additional types of placement tests used.

Table 4: Additional Requirements for GED® graduates

Requirement	Percentage	Count
ACT Scores. Minimum combined score, if known	37.1%	95
SAT Scores. Minimum combined score, if known	30.5%	78
GED® transcript	64.8%	166
Placement tests	41.4%	106
Other, please specify...	12.5%	32

Table 5: Placement Tests Used (n=99)

Test	Percentage	Count
ASSET®	2.0%	2
ACCUPLACER (College Placement Test/CPT Exam)	38.4%	38
ACT Compass®	36.4%	36
Other, please specify...	35.4%	35

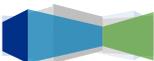


Table 6: Other Placement Tests Used (unduplicated)

Reading/Math
Institution placement exams in some academic departments
Compass
State developed exam
Texas Success Initiative
In house test
Florida PERT. SAT. TABE
Home grown placement tests
Assessment
Language
Wonderlic
University created math, chemistry, and language
All incoming students take our own Caltech placement exams in Ma, Ph, Ch, and writing
Institutional Assessment for math and composition
CCPT
ELM, EPT
Five Towns College placement - English and Math
Virginia Placement Test
English Writing Essay
Virginia Community College Placement test
Campus based
KYOTE (KY placement exams)
Our Faculty have developed an in house placement test for first time freshmen
We have an in house exam that places students at the appropriate levels in English/math/science/foreign languages.
Internal placement tests in Math, English, and Reading
McCann
University specific

Almost 9 of 10 participants (89.9%, n=356) stated that students with GED® credentials are eligible for scholarships offered by the institution. There is no meaningful difference in the answer by institution type, size or control.

While 81.3% (n=331) indicated that their institution’s general perception of GED® graduates is that these students have “. . . demonstrated that he or she is equivalent to an applicant that earned a traditional high school diploma”, 16% operate under the perception that these students are more likely to require developmental education courses (Table 7). On the other hand, less than 1% (.9%) maintain the perception that “GED® graduates don’t exhibit the motivation, resilience, and persistence exhibited by traditional high school graduates.”

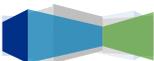
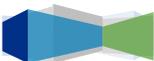


Table 7: The Institution’s General Perception of GED® Graduates (n=331)

Statement	Percentage	Count
An applicant who earns a GED® credential has demonstrated that he or she is equivalent to an applicant that earned a traditional high school diploma.	81.3%	269
Compared to a traditional high school graduate, a GED® graduate is more likely to require developmental education courses.	16.0%	53
GED® graduates don’t exhibit the motivation, resilience, and persistence exhibited by traditional high school graduates.	0.9%	3
GED® graduates have lower completion rates than traditional high school graduates.	5.4%	18
GED® graduates require more student services to support successful completion.	11.5%	38
GED® graduates who passed the new test (since 2014) appear better prepared for post-secondary programs.	4.2%	14
GED® graduates are as well prepared for credit-bearing courses as traditional high school graduates.	24.2%	80

Questions regarding this or other AACRAO research should be directed to Wendy Kilgore, AACRAO Director of Research, at wendyk@aacrao.org.



Appendix A: AACRAO and ACE October 2015 60 Sec Survey - GED

This brief survey is meant to capture a snapshot of your institution's policies, practices and perceptions regarding the admission and enrollment of students who earned the GED® High School Equivalency Credential.

Does your institution accept the GED® High School Equivalency Credential?

- Yes
- No

State the percentage of individuals possessing a GED® High School Equivalency Credential among the following populations served by your institution in 2015.

	less than 5%	5-10%	11-15%	16-20%	More than 20%
Applicants	<input type="radio"/>				
Admitted students	<input type="radio"/>				
Enrolled students	<input type="radio"/>				

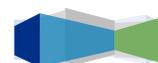
Please briefly state your institution's rationale/policy against accepting the GED® High School Equivalency Credential.

Did you know the GED® test changed in 2014?

- Yes
- No

Which changes to the GED® Test are you most familiar with? (Check all that apply)

- The test has four sections: Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies.
- The content of the new GED® test is aligned to college and career readiness standards adopted by most states.
- The test now has three performance levels—Below Passing, the Passing Standard (High School Equivalency) and the GED® Score with Honors.
- The new GED® test is more rigorous and was normed on the performance of graduating high school seniors in 2013.
- The American Council on Education (ACE) CREDIT® Recommendation Service recommends that applicants that achieve the GED® Score with Honors should be waived from developmental education courses and placement exams.
- The score scale for the new test ranges from 100-200 instead of 200 – 800.
- In some states GED® scores may be received via a Smart Transcript through Parchment®.



Is the admission process the same for traditional high school graduates and GED® graduates?

- Yes
- No

Is the enrollment process the same for traditional high school graduates and GED® graduates?

- Yes
- No

Are there any additional requirements that GED® graduates must meet? (Check all that apply)

- ACT Scores. Minimum combined score, if known _____
- SAT Scores. Minimum combined score, if known _____
- GED® transcript
- Placement tests
- Other, please specify. _____

Which placement tests are used? (Check all that apply)

- ASSET®
- ACCUPLACER (College Placement Test/CPT Exam)
- ACT Compass®
- Other, please specify. _____

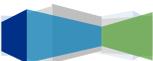
Are students with GED® credentials eligible for scholarships offered by your institution?

- Yes
- No

Which of the following statements most reflect your institution's perception of GED® graduates? (Check all that apply).

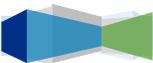
- An applicant who earns a GED® credential has demonstrated that he or she is equivalent to an applicant that earned a traditional high school diploma.
- Compared to a traditional high school graduate, a GED® graduate is more likely to require developmental education courses.
- GED® graduates don't exhibit the motivation, resilience, and persistence exhibited by traditional high school graduates.
- GED® graduates have lower completion rates than traditional high school graduates.
- GED® graduates require more student services to support successful completion.
- GED® graduates who passed the new test (since 2014) appear better prepared for post-secondary programs.
- GED® graduates are as well prepared for credit-bearing courses as traditional high school graduates.

More Information about the GED® program is available at www.gedtestingservice.com/highered

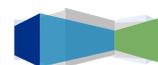


Appendix B: Respondent Count by Country, State/Province

	Count
Canada	10
AB	1
BC	3
NL	1
ON	4
QC	1
Jamaica	1
Netherlands Antilles	1
Qatar	1
United States	413
AL	8
AR	3
AZ	10
CA	28
CO	13
CT	2
DC	2
DE	1
FL	14
GA	14
GU	1
HI	1
IA	9
ID	4
IL	21
IN	8
KS	9
KY	7
LA	4
MA	11
MD	8
ME	3
MI	10
MN	5
MO	13
MS	1
MT	6
NC	9

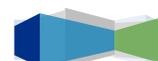


ND	3
NE	4
NH	3
NJ	7
NM	5
NV	2
NY	31
OH	20
OK	8
OR	5
PA	18
PR	3
RI	1
SC	3
SD	3
TN	8
TX	29
UT	1
VA	15
VT	2
WA	7
WI	7
WV	3
Grand Total	426

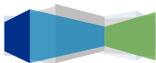


Appendix C: Respondent Count by Institution Type, Size and Control

	Count
Public	223
lower division only	103
Under 1,000	13
1,000 - 2,499	19
2,500 - 4,999	31
5,000 - 9,999	23
10,000 - 19,999	14
20,000+	3
Other	1
Under 1,000	1
undergraduate	23
Under 1,000	2
1,000 - 2,499	13
2,500 - 4,999	1
5,000 - 9,999	4
10,000 - 19,999	2
20,000+	1
undergraduate, graduate and/or professional	96
Under 1,000	2
1,000 - 2,499	3
2,500 - 4,999	11
5,000 - 9,999	30
10,000 - 19,999	24
20,000+	26
Private, not-for-profit	172
lower division only	6
Under 1,000	5
20,000+	1
undergraduate	41
Under 1,000	26
1,000 - 2,499	12
2,500 - 4,999	3
undergraduate, graduate and/or professional	125
Under 1,000	31
1,000 - 2,499	51
2,500 - 4,999	19
5,000 - 9,999	14
10,000 - 19,999	5



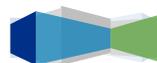
20,000+	5
Private, proprietary	31
lower division only	6
Under 1,000	4
1,000 - 2,499	1
20,000+	1
undergraduate	9
Under 1,000	8
1,000 - 2,499	1
undergraduate, graduate and/or professional	16
Under 1,000	5
1,000 - 2,499	3
5,000 - 9,999	1
10,000 - 19,999	4
20,000+	3
Grand Total	426



Appendix D: Institution's rationale/policy against accepting the GED® High School Equivalency Credential*

Credential does not require completion of subjects to a level that prepares individuals for success in University. The credential may be helpful for older adults who are new to post-secondary in providing information in support of an application for admission under our "Mature Student" category. But in and of itself, it is not deemed to be equivalent to a university preparatory high school diploma program.
Our admission policy is based on successful completion of specific required grade 12 courses, we do not screen for any high school credentials.
<i>XYZ University</i> at this time does not accept the GED as a basis of matriculation. However, in recent times there has been discussion surrounding the issue was the institution seeks to increase matriculation options.
Our student population is from the top 10% of their high school class. The GED would not satisfy this requirement.
In Ontario, incoming applicants require a minimum of six 4U or 4M level credits (grade 12 university preparatory credits) as part of the Ontario Secondary School Diploma. The GED does not include any 4U or 4M level credits.
Admission requires higher levels of courses at the grade 12 level than the GED offers. We need courses that are at least at the Honors level in order to create an average and satisfy prerequisites.
We do not feel that the work delivered via this program is comparably rigorous to the work offered at our institution
At our institution policy is accepting only the last year of high school which is year 12.
Our institution's faculty believe that a high school diploma is a basic pre-requisite for undergraduate study. Although all first-time freshmen require a high school diploma, students with GEDs may transfer to the university after one-year' worth of transferable college credit has been completed.
We require that the student has completed a full curriculum; the GED doesn't measure the student's mastery of subject matter at the level we require.

*anonymized comments



Appendix E: 2014 GED® Program: A Guide for Admissions Officers

2014 GED® Program

A Guide for Admissions Officers

About one in twenty students entering postsecondary schools holds a high school credential earned by passing the GED® test. How can admissions officers evaluate these nontraditional applicants?

The 2014 GED® test is the only high school equivalency test aligned to leading college- and career-readiness standards.

GED Testing Service offers clear guidance on how to evaluate its graduates, including those who have passed the 2014 GED® test. These graduates have demonstrated

the skills necessary to earn a high school diploma, including the critical thinking, problem solving, and computer skills needed for college- and career-readiness. GED Testing Service recommends that individuals who pass the GED® test be accepted as high school graduates for the purposes of college admissions.

About the 2014 GED® test

To ensure it continues to measure the content and skills included in the current high school curriculum, the GED® test undergoes regular review and revision. The most recent version of the test launched on January 2, 2014.

For the first time, the 2014 GED® test is fully-aligned to leading college- and career-readiness content standards, measuring both high school equivalency and college- and career-readiness.

The 2014 GED® test is primarily computer-based and is made up of four test subjects:

1. Reasoning Through Language Arts (RLA)
2. Mathematical Reasoning
3. Science
4. Social Studies

The test includes four written responses that assess the test-taker's thinking and writing skills, known as "constructed response" items. A student's Smart Transcript gives an in-depth look at the content covered on each test subject.

Interpreting GED® test scores

2014 GED® test scores for each test subject range from 100 to 200. Test-takers must earn a minimum score of 150 on each test subject to pass and earn the high school equivalency credential. The 2014 GED® test has an additional passing level for those that score 170 or higher: the GED® Score with Honors. This score indicates college- and career-readiness.

150: GED® Passing Score for High School Equivalency. Jurisdictions award a high school equivalency credential to individuals who earn a score of at least 150 on each of the four test subjects. This performance level is known as the GED® Passing Score.

170: GED® Score with Honors. On any individual test subject, test-takers can also earn the GED® Score with Honors by earning a score of 170 or above.

Test-takers who earn the GED® Score with Honors demonstrate the skills and abilities needed to pass first-year college courses.



Making scores easier to understand

The new Smart Transcript levels the playing field for GED® test graduates. For the first time, colleges can see the skills a graduate demonstrated and the meaning behind the scores to better understand his or her accomplishments.

The Smart Transcript is more secure than ever. It uses Blue Ribbon™ Security, a patented secure delivery system. More than 1/3 of all high school diplomas are delivered using this security system. With Blue Ribbon™ Security, colleges can be confident that the Smart Transcript received

from students are trustworthy. It also cuts down the administrative burden on colleges. They can request a graduate's Smart Transcript easily and securely at exchange.parchment.com.

Note: Only students who test in states participating in GED Testing Service's credentialing service, GED Credentialing™, will receive the Smart Transcript. Students in states that do not use GED Credentialing™ will continue to use state-issued transcripts, which may not have all the information that is included in the Smart Transcript.

To tell if a Smart Transcript is authentic, just look for the blue ribbon. A transcript that has been tampered with will display a red X.

Use this sample Smart Transcript with accompanying explanations and discover how the new Smart Transcript gives you a secure way to evaluate GED® test graduates.

VERIFIED OFFICIAL GED® TRANSCRIPT IN PDF FORMAT ONLY

GED TESTING SERVICE OFFICIAL GED® TRANSCRIPT
 Issued under the auspices of GED Testing Service as of 06/20/2014

CANDIDATE INFORMATION

LAST NAME: Doe FIRST NAME: John MIDDLE: M
 ADDRESS: 123 Main Street ADDRESS2: P.O. Box 100 CITY: Anytown STATE: OR ZIP: 12345
 COUNTRY: United States PHONE: 123-456-7890
 DATE OF BIRTH: 01/01/1975 ID NUMBER: xxxxxx2222
 TESTING JURISDICTION: OR PASS DATE: 06/20/2013

Click on a test subject area or performance level for more detailed information

TEST RESULTS

	LANGUAGE	DATE	SCORE* (on a scale of 100 - 200)	PERFORMANCE LEVEL	STATUS	PERCENTILE RANK
Reasoning Through Language Arts	English	05/10/2014	170	GED® with Honors	PASS	79
Mathematical Reasoning	English	05/10/2014	190	GED® with Honors	PASS	98
Science	English	05/10/2014	180	GED®	PASS	70
Social Studies	English	05/10/2014	177	GED® with Honors	PASS	80

SCORES 697

OVERALL PASS

Score — Shows the score achieved on each GED® test subject. Test-takers must earn a 150 to pass each test subject and a 170 to earn the GED® Score with Honors — the highest possible achievement on the GED® test.

Status — Indicates that test-takers earned the GED® Passing Score on all four test subjects.

Test subjects — Click on the name of each test subject to access in-depth information on what skills are tested and what topics are covered on the tests.

Percentile Rank — The percentile rank column shows the percentage of graduating seniors who score at or below the test-taker's score in that subject. For example, this test-taker scored better than 70% of graduating seniors on the Science test.

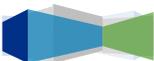
Scores — The total cumulative score of all four GED® test subjects. On the 2014 GED® test, the cumulative score does not indicate whether a test-taker passed the test — scores on individual test subjects determine passing status.

Performance Level — Shows whether the test-taker earned the GED® Passing Score (GED®) or achieved the GED® Score with Honors (GED® with Honors), indicating college- and career-readiness.

To learn more about score scales and content descriptions please visit www.GEDtesting.com/learn

Order additional transcripts from www.GED.com

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“Almost 2/3 (62%) of GED® test-takers indicated that they tested in order to further their education by attending a technical, two-year, or four-year college program.”

Source: 2012 Annual Statistical Report

College admissions

GED Testing Service makes the following recommendations concerning GED® test graduates:

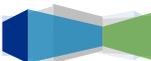
- If applicants are routinely asked to submit admissions test scores (e.g., ACT or SAT), GED® test graduates may be required to do the same.
- If a minimum class rank is generally required for admission or scholarship awards, the accompanying table can be used to estimate the U.S. national class rank from GED® test scores.
- If a school admits students that graduated in the top half of their classes, it may require GED® test graduates earn an average score of at least 157.
- If a school offers merit scholarships to graduates in the top 10% of their high school classes, it may award scholarships to GED® test graduates with average scores of at least 173.



Dery, 2014 graduate

2014 GED® Test Average Score and Estimated National (U.S.) Class Rank of Graduating High School Seniors

GED® Test Average Score	Estimated National Class Rank
187-200	Top 1%
183-186	Top 2%
182	Top 3%
179-181	Top 4%
178	Top 5%
177	Top 6%
176	Top 7%
175	Top 8%
174	Top 9%
173	Top 10%
172	Top 11%
171	Top 13%
170	Top 16%
169	Top 19%
168	Top 20%
167	Top 22%
166	Top 23%
165	Top 27%
164	Top 31%
163	Top 34%
162	Top 37%
161	Top 39%
160	Top 40%
159	Top 42%
158	Top 46%
157	Top 51%
156	Top 54%
155	Top 57%
154	Top 60%
153	Top 62%
152	Top 66%
151	Top 70%
150	Top 73%



Standardization and norming

The passing scores for the 2014 GED® test were based on the results of a Standardization and Norming Study (SNS) conducted by GED Testing Service in 2013. This process was completed before operational testing began, in accordance with test development best practices.

In the SNS, the 2014 GED® test was given to a national sample of high school graduates from the class of 2013. The GED® Passing Score was set based on their performance on the test. The resulting scores and class ranks can be used to

describe the skills of adults who take the GED® test compared to the performance of today's high school seniors. This is the same process that GED Testing Service has used to standardize and norm past versions of the GED® test.

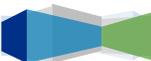
The GED® Score with Honors performance level was also set during the SNS by examining the performance of college-bound high school graduates along with other data including course grades, grade-point averages, and college admissions test scores.

Comparing the 2002 and 2014 tests

Here's a quick look at some of the differences between the 2014 GED® test and the 2002 Series GED® Test.

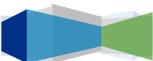
In 2002	In 2014
5 test subjects	4 test subjects
410 passing score	150 passing score
450 battery average required to pass	No battery average required
Possible score range of 200-800	Possible score range of 100-200
Does not measure college- and career-readiness	170 GED® Score with Honors indicates college- and career-readiness
Includes 1 essay	Includes 4 constructed responses

Learn more about the 2014 GED® program and the GED® credential at www.GEDtesting.com

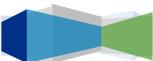


Appendix F: Additional Requirement for GED Graduates - ACT Scores: Minimum combined score, if known

Response
20
Waived if the year the student would have graduated is 2 or more
23
Depending on the applied program, an ACT or SAT may be required. The required minimum score depends on the program.
10
18
18
19 composite score
19
If not 21 years old yet, then ACT of 19 or above
16
18
19 or above
18
21 or higher composite
17
review holistically
18
21 composite OR SAT as below
Composite score 19 +
18
19
18
18
21 or higher unless they are 2 years beyond graduation
21
18
21
20 composite
20
21
20
15 Composite
18
depend on the application pool
20 recommended
18
20
If the student is under 21 years of age.
18

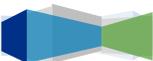


16
within competition if traditional high school age with GED earned under age 20
17
minimum composite 15 for conditional admission
22
17
19
18
Optional
20
19
composite score of 18 or higher
20
24
18



Appendix G: Additional Requirement for GED Graduates – SAT Scores: Minimum combined score, if known

Response
Waived if the year the student would have graduated is 2 or more [sic]
1070 combined math and reading
Depending on the applied program, an ACT or SAT may be required. The required minimum score depends on the program.
900
1290
1,000
920
If not 21 years old yet, then SAT of 900 or above
770
860
910 or above
980 Math and Verbal only
800 (CR & M)
review holistically
1000 combined critical reading and math OR ACT as above
Combined score 950
1290
870
910
940 combined M/V
1470
940
740 (M + V)
900
depend on the application pool
1425 recommended
within competition if traditional high school age with GED earned under age 20
820
minimum composite 1060 for conditional admission
1000
910
Optional
1390
920
composite score of 850 or higher
550
1100/1600
870 (Critical Reading and Math)



Appendix H: Other Stated Requirements for GED Graduates

Response
We require at least one standardized test. This can be the ACT, SAT, TOEFL, or IELTS exam.
SAT/ACT Scores for traditional age students; Test scores not required for non-traditional age applicants.
Compass, ACT or SAT scores - entrance exam scores by program.
If they attended high school at all, we like to have a copy of the transcript that shows course work completed before they left.
Be 24 years old or away from high school for at least 4 years - otherwise default to more traditional admissions criteria.
They can opt to take the ACT for placement, otherwise in the past we have placed them in developmental English and Math.
Students are required to take a reduced load until they meet certain standards.
Holistic review of admission application and other information provided by the student.
Placement tests depending on ACT/SAT scores or transfer credits.
Additionally, homeschooled students must supply with a GED transcript.
Minimum of personal statement and one letter of recommendation from employer or professor.
Must be four years past traditional high school graduation date to apply with GED.
They can't major in Political Science, Criminal Justice and International Students initially as it requires a H.S. GPA.
ACT/SAT scores can be used for placement, but not admission.
ASA Test.
TSI.
TEAS.
State College Academic Distribution Requirements (CADR's).
GED Certificate.
Additional requirements are driven by the program of study the student is interested in.
Depending on age, SAT/ACT scores may not be required.
Must still meet all subject, scholarship and examination requirements.
Student's high school class must have graduated.
ACT or SAT recommended.
Essay.
Official high school transcript.
College prep coursework in science, high level math, and foreign language is also required and can be satisfied through existing HS transcripts or county college courses.
Test score requirement depends on how long ago the student graduated. Would not require for someone who has been out of high school for 2 or more years.
Compass.

