## **Department Name: Testing Services**

**Dash Board Indicators:** (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

Math class placen	nent percentag	es 2013 2	014 2015			
				2016	2016	2017
Class	2013	2014	2015	before change	after change	thru 5/19
0900/0920	19.30%	20.37%	20.10%	16.14%	13.85%	12.31%
950	27%	24.64%	26.80%	22.02%	15.66%	13.97%
990/ <mark>0980 ac</mark>	4.60%	5.16%	5.10%	3.46%	27.51%	28.36%
1010	37.90%	41.99%	35.89%	41.90%	3.84%	4.27%
1030			4.00%	4.86%	31.23%	32.46%
1040			1.80%	2.65%	1.82%	1.70%
1050	8.00%	5.59%	1.40%	1.84%	1.36%	1.49%
1060	2.35%	1.72%	2.29%	3.38%	2.33%	3.11%
1080			1.89%	2.90%	1.88%	1.78%
1210	0.65%	0.51%	0.51%	0.86%	0.52%	0.54%
Total students	13,659	13,910	15,655	4,795	10,850	2,412

This chart goes along with the Outcomes Assessment

## Programming or Service Highlights: (Please use bullet format.)

- All centers began scanning tests to return electronically to instructors
- Worked with DRC to develop policy to allow time waivers for some DRC students.
- Co-hosted Intermountain Regional Testing Association conference with online testing. 60 people from Idaho, Colorado, Utah and Nevada attended.
- Began work with subcommittee of Placement Committee to establish protocols and methods for the pilot study to be completed in Spring 2018.
- Continued working with Placement Committee proper.
- Assisted FYE "Bridge to Math" with pre- and post-testing.
- Expanded proctor services: now testing for University of London, England.
- Working with IT to set up new payment system, which will allow TR Testing Services to take credit cards.
- Working with Parking Services to purchase and install a solar powered permit kiosk by Parking Lot A. This should cut down on the number of tickets issued while

students are in the CT building buying a parking pass. Online testing is also involved in this.

• For the first time, we administered the National Association of Legal Assistant testing. This was a four-day test which we administered for SLCC Paralegal students and was extremely high stakes.

## **Assessment Highlights:** (Please use bullet format.)

In Spring of 2016, the Math Department of Salt Lake Community College changed the cut scores in the math section of the Accuplacer test in order to place students in a math class appropriate to their major course of study.

Approximately a year has gone by since the institution of the new cuts and the Testing Services Director was interested in seeing if there have been changes in placement numbers and grades obtained, particularly for the Math 1010 and Math 1030 classes. These two classes essentially changed places on the placement matrix.

- Overall, placement percentages into Math 0900 and 0950 fell sharply.
- Percentage of students placing into Math 1010 fell sharply, from 41% to 4%.
- Percentage of students placing into Math 1030 rose sharply from 4% to 42%.
- The percentage of students receiving a grade of "E" in Math 1010 decreased from 27.4% to 11.6%.
- The percentage of students receiving a grade of "A" in Math 1010 increased from 18.7% to 32.5%.
- Percentage of students receiving a grade of "E" in Math 1030 rose sharply from 0% to 27.2%.
- Percentage of students receiving a grade of "A" in Math 1030 dropped from 36.8% to 18.1%.
- It was found that significant numbers of students were completing the admissions process, including testing, but never registering for classes. This needs more examination.
- Also: significant numbers of students testing take no math classes, but do take other classes. This also needs more investigation.