

TESTING SERVICES

Program Review Self-study

March 2012



STEP AHEAD.

Salt Lake
Community
College



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Salt Lake Community College Mission Statement

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

SLCC Strategic Priorities

Strategic Priority I: Enhance Quality Education

Strategic Priority II: Improve Student Access and Success

Strategic Priority III: Advance a Culture of Evidence and Accountability

Strategic Priority IV: Strengthen Institutional Support

Strategic Priority V: Advance Partnerships/Relationships with the Community and Business

Student Services Purposes and Values

STUDENTS, FIRST AND ALWAYS, ARE OF UTMOST IMPORTANCE TO US.

- We provide, in a caring and ethical manner, service, support and personal growth for students.
- We are a personal bridge between the process of the College and the needs of our students.
- We assist students and each other with fairness, respect, integrity and care.
- We serve people without regard to race, ethnicity, personal belief, disability, age or sexual orientation.
- Our commitment to students directs the way we make decisions, create programs and hire staff.

We will maintain within Student Services an environment that nurtures our values: diversity community, honesty, people and service.

Student Services Student Learning Outcomes

Through interaction with Student Services staff and participation in co-curricular activities, student life-experiences, and personal development opportunities, students will:

1. Develop cognitive skills.
<ul style="list-style-type: none"> A. Think reflectively and critically. B. Improve quantitative reasoning abilities. C. Demonstrate intellectual flexibility. D. Demonstrate ethical thinking.
2. Acquire knowledge.
<ul style="list-style-type: none"> A. Master subject matter. B. Apply knowledge. C. Know about campus resources. D. Use technology effectively.
3. Display practical competence and intrapersonal skills.
<ul style="list-style-type: none"> A. Achieve personal and academic goals; include degree attainment, and/or further education. B. Prepare for their chosen career. C. Acquire effective job seeking skills. D. Manage their personal affairs, including economic self sufficiency, maintaining health and wellness, prioritizing personal, social, educational, and career demands. E. Engage in self-appraisal and self-understanding; explore autonomy, values, identity, self-esteem, and attitude. F. Engage in the college experience to achieve personal and academic success; use college resources, processes and systems; develop goal setting, decision making and planning skills, and adapt to change.
4. Display interpersonal development.
<ul style="list-style-type: none"> A. Understand and appreciate human differences. B. Relate well with others in dyadic, group, and team settings. C. Establish intimate relationships. D. Develop leadership skills. E. Display positive role-modeling.
5. Engage responsibly with the broader community.
<ul style="list-style-type: none"> A. Understand their rights and responsibilities as students/citizens in a democratic society. B. Are committed to democratic ideals. C. Understand and act of standards of professionalism and civility, including the requirements of the SLCC Student Code. D. Engage in service-learning for community building and an enhanced academic experience.

I. DEPARTMENT MISSION

“In Testing Services, our mission is to provide a secure, welcoming environment that facilitates students’ access to education and progress toward their educational and career goals. We do this by being open to all students, faculty and members of the greater Salt Lake City community and providing them an easily accessible facility in which to take placement tests, make-up exams for classes, exams from other schools, credit granting exams and GED testing. Further, we do this by subscribing to and striving to meet the ‘National College Testing Association (NCTA) Standards and Guidelines’ which are national standards for college testing centers.” (Appendix A)

Our mission supports both the College mission and Student Services values statements, as well as the strategic priorities of the College. It does this in several ways.

1. By administering placement testing to incoming students, with caring staff in a secure environment, we give students a chance to understand their current level of skill in the areas of grammar, reading and math. Using their test scores, students are advised to take classes appropriate for their skill level, increasing their chances to have a successful college experience. This is in line with the Strategic Priority I Enhancing a Quality Education as well as both the College mission and Student Services values statements.
2. Our GED testing program, and the outreach program to the Hispanic community for our Spanish GED program, gives a second chance to those who, for whatever reason, did not successfully finish their secondary education but now want to access post-secondary education to improve their career opportunities and lifetime success. This puts us in line with the College Strategic Priority V Advancing Relationships with the Community and Business, as well as the College mission and the Student Services values statements.
3. Participation in the Consortium of College Testing Centers, a part of the NCTA, allows students who need to take exams for other schools to take those exams with us. This provides their home college with the assurance that the tests have been administered in a secure environment according to their instructions. In carrying out this activity, we not only support the College Strategic Priority V stated above, but also Strategic Priority II Improving Student Access and Success. Again, both the College mission and the Student Services values statements are supported.
4. Allowing students the opportunity to earn credit-by-examination enhances student experience, shortens the time to earn a degree and allows them to enter the next phase of their life –whether that be a career or further education – more quickly. It also allows students to improve their success and save significant money. This supports the College Strategic Priorities I, II and V, as well as both mission statements.

5. The data that is collected each year on percentages of students placing into various classes via the placement test and the data on those people completing their GED test supports the College Strategic Priority III Advancing a Culture of Evidence and Accountability and allows multi-year evaluation of data about student skill levels.

What theories and philosophies inform the programs and services you offer?

All tests that we administer are done in accordance with instructions provided by the test maker, whether a national company, another college or a faculty member. We also subscribe to the standards of the National College Testing Association.

Testing Services believes that for students to have the best chance of success in their academic work, their academic skills must be objectively assessed. That assessment should drive student placement into classes appropriate to their skill level.

Although any objective measurement can only be a snapshot of part of a student's overall academic skills, and doesn't show at all a student's determination, willingness to work and motivation, such a measure is the best and most efficient way the College currently has for evaluating possible student success.

Because all state colleges and universities use the same placement test, it gives the state a common evaluation tool and students easier transferability from institution to institution.

How are new programs and services initiated?

Testing Services seeks to work collaboratively with internal departments and outside entities that request new services or changes in services. New programs or services within the College are typically initiated at the request of other departments or individuals such as academic departments or faculty. If the request impacts academic requirements, then it must have completed the appropriate approval steps, including going to the Curriculum Committee (if necessary).

For example, when a study conducted by Institutional Research showed that students with poor reading skills did not persevere or achieve academically at the College, a committee was formed to develop and institute solutions. Members of the committee included faculty members and administrators from Developmental Education, Testing Services and Academic Advising. At the time, students could put off taking the placement test until they were ready to take an English or math class. The committee developed the Reading Initiative, approved by the Curriculum Committee and the Executive Council, which was instituted for Summer Semester 2008 that required all matriculated students to test on admission, and before they could register for class.

In response to the anticipated increase in the number of students taking the test upon admission, the Testing Center was able to move to expanded space and increase the number of computers for testing. An advisor was stationed in the Testing Services area on Redwood Campus specifically to work with students scoring into Developmental Education.

Changes in institutional policies also create changes in procedures or processes for Testing Services. For example, the College had adopted new admissions standards that require students to have a high school diploma (or GED) or to demonstrate college level readiness on the Accuplacer (or ACT/SAT) to be admitted. While this does not change the tests that Testing Services administers, this will require changes to how students who do not qualify are advised about and referred for other options.

If the entity needing a new service is external to the College, then Testing Services, in consultation with other departments or administrators as necessary, makes the determination whether to offer the service. For example, several proprietary schools approached Testing Services, requesting that the Testing Services office administer Ability to Benefit testing to their students. After consultation with the Associate Vice-President for Student Enrollment, Financial Aid and Risk Management, the request was politely declined. It was felt that administering such testing for federal financial aid opened the College to too much legal risk.

In other cases, such as a recent grant obtained by School Relations to provide pre-college coaching and outreach at the Horizonte Instruction and Training Center, Testing Services has been able to work with the requestor to administer pre- and post-instruction testing for the students involved.

Occasionally, the department institutes changes, rather than responding to requests from others for changes. Such a change will happen effective 1 July this year when the department stops administering the Sentence Skills portion of the Accuplacer test. This section of the test has been administered since the early days of the federal Ability to Benefit program, although it has never been used for any placement purpose. With the demise of the ATB program, it seemed a perfect time to stop requiring students to take an unnecessary test.

II. HISTORY OF DEPARTMENT

If there were two words that summarize the history of Testing Services, those words would be “growth” and “technology.”

Testing Services of SLCC was established in 1982 using a grant from the Utah State Board of Education. Initially the instruments used by the College for student assessment were the Stanford Diagnostic Mathematics Test and the Reading and Writer Skills Inventory. A study found little correlation between test scores from these instruments and classroom performance.

In 1983, after careful study and input from all stakeholders, the College chose to use the paper and pencil Asset test. In August of 1983, the Center administered just 48 placement tests. Numbers did not stay that low for long. As enrollments in the College increased, so did the number of placement tests. By 1987, numbers taking Asset had increased into the hundreds. This test was administered in groups of thirty and required students to make an appointment. By the time August rush was in full swing, the testing sessions were often booked three weeks out, even with three testing sessions per day.

In 1991, using a grant from the Department of Education, SLCC piloted the use of Accuplacer, a computerized placement test which could be administered on a walk-in basis. The department started with ten computers in the basement of the Student Center. By 1994, as enrollment at the College climbed, increasing numbers of students needing placement testing necessitated a move to a large portable classroom in a parking lot. After remodeling, we were able to seat 28 students at a time for testing on Accuplacer, and 75 students for classroom testing. Testing Services administered a total of 10,155 placement tests that year, a huge increase from the initial 48 tests.

In 1993, a second testing center was opened at South City Campus. Originally started with laptop computers which were rolled from room to room in a wheeled storage unit because no permanent facility was available, South Testing Services was finally able to settle into a permanent space with 8 computers. A new space was a necessity. In 2010 a new facility was opened on the second floor of the building with 28 computers.

In 2002, with the opening of the Jordan Campus, a Jordan Testing Center was opened in the high tech building. This office has 10 computers for placement testing and 25 seats for classroom testing. But Jordan has also outgrown this space, seeing over 4,000 students per year for placement and again, often leaving students waiting for extended periods of time to be tested during rush.

Also in 2002, budget cuts by the school necessitated cutting the classroom testing program. The classroom testing program allowed faculty the option of having class tests administered in the testing center. From 35,000 classroom tests per year, numbers dropped to about 6,000 per year, mostly for online classes.

In 2008, Redwood Testing Services moved out of the portable classroom and into the basement of the Construction Trades Building. This move was necessitated by two factors. One was the increasing enrollment at the College. The other was the institution of a new Reading Initiative admissions policy which required all matriculated students to complete placement testing before they were allowed to register for classes. Because of the larger space, 106 computers are now available for placement testing. Again, this was a necessity. In 2009, the Taylorsville-Redwood Testing Services Center administered over 16,000 placement tests. (The total for the three centers was over 25,000 in 2009.)

But there was a trade-off. In order to allot space for that many computers, classroom testing space was decreased to only 30 desks. A policy change was instituted to allow only make-up and retake classroom exams, not testing for whole classes. Testing for online classes, which had been under Testing Services, was moved to a new center under the control of the Distance Education Division.

Currently, the State of Utah is examining the feasibility of administering the XPlore-Plan-ACT to all Utah students, beginning in 8th grade. If more of our incoming students have ACT scores, then it is possible that the mission of Testing Services will change again. One thing we are sure of is that, whatever the future brings, Testing Services will bring a proven record of success to meet its challenges.

III. PROGRAMS AND SERVICES

Testing Services administered over 30,000 tests in the 2011 calendar year. The administration of a variety of tests as outlined below make up the core services of the department.

Accuplacer	23,586
GED	757
Challenge Exams	56
CLEP	131
Classroom	5,028
Outside Proctor	409
Score Transfer	489
GED Transcript Request	421
Total	30,877

Detail core programs and/or services that you provide. What is the core purpose of each?

Accuplacer: Accuplacer is the instrument used for placement testing. It is a computer adaptive test, available on a walk-in basis. Accuplacer is used by all state colleges and universities as their primary placement instrument. It places students in reading, English and math classes, dependent on their skill level. (See Section 1 for relationship to College mission and values.) During the last four years, Testing Services has administered an average of over 24,000 Accuplacer tests per year over the last four years. (See Appendix for exact numbers.) There is also an Academic Advisor housed in the Testing Services office on the Redwood so that students may visit with an advisor as soon as they complete testing.

High School: Accuplacer is given on site at area high schools to screen students for participation in the Concurrent Education program English and math classes.

Distance Administration: For students who wish to take online classes, or who will not be in Salt Lake until school begins, Accuplacer is available to take online under the supervision of a local proctor. Proctor information must be submitted to Testing Services for approval before testing information is sent. Acceptable proctors are located at a college, high school or public library.

Score transfer and acceptance: Accuplacer is used by all Utah state colleges and universities. SLCC will accept Accuplacer scores from other colleges/universities as long as scores fall within the required time frame (1 year for math, 2 years for English). SLCC will also send Accuplacer scores to other colleges/universities based on a completed student request form. This form is available on the Testing Services website.

Ability to Benefit Testing: For those students who did not complete high school but are applying for financial aid, Accuplacer is offered for Ability to Benefit testing. Students may make appointments with certified Ability to Benefit test administrators at either Redwood or South City Campus. Because of new federal policy, ATB testing will be discontinued as of 1 July 2012.

GED Testing: SLCC Testing Services has conducted GED testing for approximately 41 years. The GED allows students who have not completed a high school diploma a “second chance” to complete high school and move on to further education or career exploration. SLCC Taylorsville-Redwood is the third largest GED testing center in the state, testing between 800 and 1000 candidates annually.

Spanish GED Testing: Beginning in the summer of 2010, the Taylorsville-Redwood Campus instituted a Spanish GED testing program with outreach into the Hispanic community. Although initial response has been limited by the fear generated from heated immigration debates going on in the state, there have been a number of positive success stories.

CLEP and Challenge Testing: These tests allow students the opportunity to gain credits by objective measures. This allows the student to progress more quickly in their degree program and save money.

Classroom Testing: Testing Services offers a classroom testing program limited to make-up tests and retests only. Instructors may bring in no more than 5 test copies per class. The limitation was necessary because of increasing demand and decreasing funding. At the highest point of the program, Testing Services was administering over 35,000 classroom tests per year. In the last three years, numbers have decreased to about 5,000 per year.

Proctoring Outside Students: Testing Services provides a proctoring service for members of the community enrolled in distance education through other in-state, out-of-state and out-of-country educational institutions and professional organizations. This allows the institutions or organizations to be confident that their tests are administered in a controlled environment that is constantly proctored.

How do these programs align with the mission and priorities of SLCC, Student Services and your department?

As detailed in the first section, “Department Mission,” all of our core functions support the College mission and priorities.

SLCC Strategic Priority I, Enhancing Quality Education, is the basis for all we do, particularly administering the placement test to students. By taking the test, students are able to receive an objective evaluation of their skill level in the area of grammar, reading and math. Students receive both a raw score and a class placement in their results. This allows the student, in

consultation with an academic advisor, to select classes suited to their skill levels. Taking classes appropriate to their skill level assures the student of a better chance of academic success.

SLCC Strategic Priority II, Improving Student Access and Success, is also important to placement testing. By assuring students are placed in appropriate classes, seats are freed in other classes for students who have demonstrated that level of skill. This priority is also supported by our ability to do distance administration of the placement test. In the past years, we have administered the placement test to SLCC students in Brazil, Spain, Iraq, most of the 50 states, various military bases and even on a ship in the Pacific Ocean. These students, who are either taking distance education classes, or won't be on campus until the start of the semester, are able to be admitted and register for their classes in a timely manner.

This priority also underlies our participation in the Consortium of College Test Centers, which allows students participating in distance education through other colleges across the country and internationally to find a local institution where they may take proctored exams for their home school. This in turn allows the home school the assurance that the test has been administered in a secure environment according to their instructions.

SLCC Strategic Priority III, Advancing a Culture of Evidence and Accountability, supports the data collection and analysis done each year by Testing Services. This includes a distribution of placement percentages into the various Developmental Education and college level classes obtained by all students completing the placement test, as well as specialized distributions for high schools and school districts of their recent graduates as they enter the college.

SLCC Strategic Priority V, Advancing Partnerships/Relationships with the Community and Business, is the basis for our administration of the GED test, both the English and Spanish versions. This allows those community members who, for whatever reason, did not successfully complete their secondary school program. Successful completion of the GED allows them access to further education and better career opportunities. This priority is also the basis for our relationship with all local high schools and the Concurrent Education Program. This allows high school students who qualify the opportunity to complete college level classes while still in high school.

How do you advertise your programs and services?

Placement testing is presented to students through a variety of ways:

- new student admissions letters,
- the "Getting Started" handout that prospective students receive in their admissions packet when they visit campus,
- the catalog and schedule,
- the College and Testing Services website (www.slcc.edu/testing),
- New Student Orientation, and
- test preparation workshops advertised on the website and on campus.

Placement testing is also explained by other Student Services offices, including:

- School Relations
- Enrollment Services
- Data Center
- Call Center
- Student Express
- Financial Aid
- TRiO
- Veteran's Affairs
- Information Desks

The current system of informing students about placement testing seems to work very well. Students do understand that they must have tested before they can register.

The biggest gap that exists right now is getting the students to test in a timely manner. Although many students understand the necessity of testing soon after application, some students – particularly those who apply early – put testing off until the last minute. In January of this year, as Testing Services dealt with the after holidays rush of students wanting to test for placement during Spring Semester, the Director was surprised to find that many of them had turned in applications in early October, but were coming in to test just days before classes started.

We definitely need to do more to get students to get students to test earlier.

Our GED Testing Program is listed on the GED Testing Service national site, on the Utah GED website and on the Testing Services website.

CLEP and Challenge Exams are discussed in the SLCC catalog, the orientation program, academic advising and academic departments.

Detail how you provide outreach to students and the community.

Our School Relations and Concurrent Enrollment staff conduct outreach to high schools and have frequent contact with counselors and teachers whom the staff inform about SLCC's testing requirements for admissions and placement. School Relations participates in an annual high school counselors' conference where it has the opportunity to provide updates on SLCC's placement testing procedures.

Placement testing outreach is also provided through the preparation workshops, run several times per month by the Academic Advisor stationed in the Testing Service area, as well as through information supplied to various groups by other offices in the Student Services area.

Beginning just over a year ago, a Spanish GED program outreach was started by Testing Services. Our Spanish examiner has extensive ties to the Hispanic community, and has been

very active in spreading the word about Spanish GED testing. Numbers have remained small, even though, according to a report from Parents for Choice in Education, only about 53% of Hispanic students in Utah graduate from high school. There seems to be a climate of fear and uncertainty in the Hispanic community, generated primarily from the immigration issues that have seized headlines in the last year.

How do you collaborate with other departments within and outside the division? How do you initiate collaborative projects? How do you reach out to the campus and surrounding community?

The Testing Services Director reports to the Assistant Vice President of Enrollment Services. Other offices reporting to the same AVP include Enrollment, Financial Aid, Veteran's Services, and Student Services Directors for North and South Regions. Testing Services maintains close relationships with all these departments, facilitated through AVP and VP staff meetings and the grass-roots budgeting process, as well as individual contacts to resolve issues or discuss new procedures. Testing Services also maintains close ties with the English and Math Departments, the Disability Resource Center and the Concurrent Education Department. Usually, this is through director to director contact at various committee meetings or by phone or email.

Testing Services also maintains close ties with Academic Advising. This is an extremely vital contact, since Advising must have accurate information in order to understand placement and advise students correctly. Much of the contact is through the advisor located in the Taylorsville-Redwood office of Testing Services. This advisor serves as a vital contact to be sure that new or changed information gets to the other advisors either through email, or Advising's weekly staff meetings.

In 2010, Testing Services collaborated with Academic Advising to do a follow-up study on the test scores of students who had completed a test-preparation workshop versus those who had not. Since there is an academic advisor stationed in the Taylorsville-Redwood Testing Services office, the Director first broached the subject with the advisor. We then went to the Director of Academic Advising with our proposal. When she approved, we worked together to complete the study.

A critical department with which we collaborate is IT. It was the IT department that worked out the "bridge program" that allows us to upload Accuplacer scores to student records within about 15 minutes of the student completing testing. IT works with the Testing Services Tech Coordinator to coordinate updates to computers during non-peak hours, and to be sure that testing programs work with the College's operating systems. For example, in the past Accuplacer and CLEP tests were only supported by the test maker if they ran on a Windows XP system. When we transition to the new computer based GED test, it needs to run on Windows 7. IT is instrumental in making sure that we are able to run the necessary programs.

Our Spanish GED program has an extensive outreach component. Our test administrator is very active in the Hispanic community and has extensive connections. She has an active participation schedule in community councils and events where she talks about the test and helps allay the

fears of residents that Immigration and Customs Enforcement lurks behind our program. We have Spanish language fliers throughout the community. One of the local Spanish language newspapers, *Ahora!*, also ran an article about our program.

Testing Services collaborates regularly with academic departments, particularly English, Math and Developmental Education, in researching how students are performing on placements tests. For example, Testing Services is currently working with the math department to look at the arithmetic skills of students placing directly into Math 1010. The math department chairperson felt that it was possible that some of the students placing directly into the class through an evaluation of their algebra skills alone were failing Math 1010 because of a lack of arithmetic skills. The math chair suggested that all students needed to start with the arithmetic portion of the Accuplacer test. An early analysis, however, seems to indicate that, while a lack of arithmetic skills may be true for some students, the majority who are failing the class are not just failing math. They are also showing academic distress in other classes, indicating perhaps a general lack of study skills, underpreparedness or possibly motivation for college work rather than simply a weakness in arithmetic skills. Research and analysis is ongoing, but alternate solutions, such as raising the Math 1010 cut score, are now being added to the discussion.

One ongoing, challenging collaboration has been with the Developmental Reading faculty. The instructors are quite unhappy with the ability of the Accuplacer to place students into lower level reading classes, particularly Reading 0900. They have students with a wide variety of skill levels placed in their class and would like to have a more homogeneous grouping. The reading instructors would like to have all students use TABE to place into Reading and English classes, despite the fact that TABE is not an appropriate college level placement test. This ongoing discussion – which mirrors the national discussion on placement test predictive ability – shows no signs of abating in the near future.

For several years, the College had an advisory board for assessment composed of academic administrators, faculty and staff involved in placement testing issues, including the chairs of the English, Math and Developmental Education divisions, a Disability Resource representative, an Academic Advising representative, a student body officer, and college legal counsel (as needed); the committee was initially chaired by the Director of Testing Services. Later, the academic side of the house took over and the chair of the math department served as the Assessment Committee chair. In either case, the group did not meet regularly but only as needed to resolve or advise on specific issues, such as placement cut ranges and challenge testing policy. The committee was disbanded in 2011 by the Provost and it was suggested that the institution-wide Student Access and Success Committee take over the functions of the Assessment Committee. However, because the membership of the Student Access Committee changes every year, there is no stability or guarantee that members have an understanding of the issues involved. Even the Testing Services Director is only serving a 2 year membership. It would be most helpful to consider reinstating this committee.

How inclusive are your services/programs? Are some students accessing/using your services more than others? What activities do you use to proactively reach out to underserved groups?

All incoming new students who are seeking matriculation must take the placement test (or turn in ACT or SAT scores) before they may register for class. Those seeking to take GED, CLEP or departmental Challenge Exams self-select to come in.

Describe any core changes in your programs and services over the past five years.

In December of 2009, classroom testing for online classes was moved out of Testing Services and into a newly established Online Instructional Testing Center under the direction of the Distance Education Division. This change was driven by several circumstances. Testing Services is funded entirely through Student Services. There was no financial support from the academic side of the College even though we were delivering tests for academic classes. Secondly, the online academic programs were growing at a phenomenal rate and overwhelming the limited resources of Testing Services. For example, during Fall Semester finals week in December of 2009, Testing Services had 1400 students needing to take finals for online classes in only 4 days in 30 seats. Add to that the fact that the main charge of Testing Services from the College is the administration of placement tests, and it became clear that something had to change. The Distance Education division chose to establish its own testing area.

Another major change has been the increased demand for distance administration of the placement test. The Reading Initiative, instituted in 2008, requires that all matriculated students must test – or submit test scores from the ACT or SAT – before they can register for classes. This applies even to students who are taking online classes and live in another state or are in the military. In calendar year 2010, 35 students requested distance administration of the placement test. In 2011, 82 students – a 134% increase – requested distance administration. Testing Services has set up information on its website to try to streamline the process of setting up distance administrations, but a surprisingly large number of people still want to make telephone contact which takes increasingly large amounts of the Director's time. We are currently in the process of determining if there is another staff member who could – or should -handle this.

Along with the increase in requests for distance administration has come an increase in requests for score transfers for students' Accuplacer test results. All public higher education institutions in the state use Accuplacer and scores are transferable from one institution to another. Also, many out-of-state institutions use Accuplacer and students either want their scores from SLCC sent to another college, or want Accuplacer scores from another college transferred to SLCC. In calendar 2011, Testing Services received a total of nearly 500 requests for scores to be transferred in from another institution or out to another institution.

What new programs or services do you anticipate implementing?

Testing Services is in the process of merging tests and services currently offered by the testing office of the SLCC School of Applied Technology (SAT) into Testing Services for SLCC; the organizational change will be officially effective July 1. Until recently, the SAT had a unique mission to deal with a certain population and operated fairly independently of the main college. That has now changed and their programs and admission standards are being brought into agreement with those for the College as a whole. This will add two new offices, two full-time employees, several part-time employees and several new tests to the Testing Services department. Work is currently underway to establish common procedures and policies and detail the best use of resources.

The GED test is changing to a computer-based test. SLCC Testing Services will be implementing computer-based GED testing by the end of calendar 2012. Planning is currently underway for a GED computer lab to be located near the Testing Services office on the Taylorsville Redwood Campus.

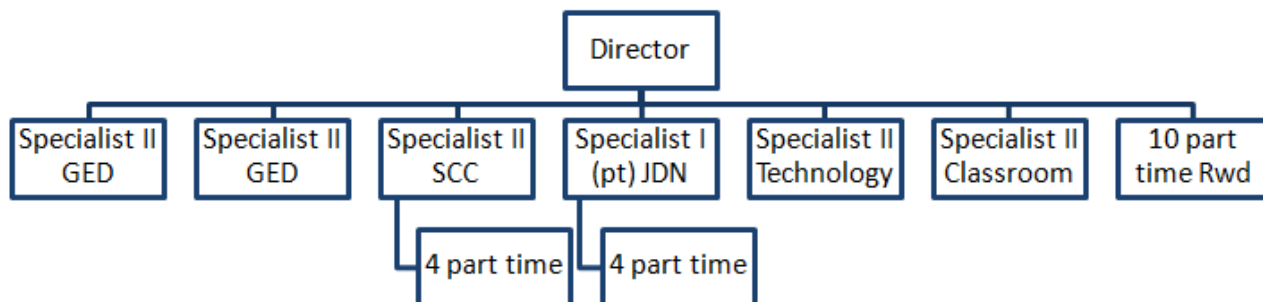
Testing Services is also exploring administering more outside tests for other entities. We are hoping these would provide some additional sources of income.

IV. LEADERSHIP AND STAFFING

Testing Services is led by a Director, who reports to the Assistant Vice President of Student Enrollment Services. The department currently consists of a director, 5 full-time staff and 18 part-time staff spread over three campuses. All full-time staff and the part-time staff at Redwood Taylorsville Campus Testing Services report to the Testing Services Director. This does not include the Assessment Advisor located in the Testing Services area who reports to the Director of Academic Advising.

Part-time staff at Jordan Campus and South City Campus report to the Site Supervisor, who reports to the Director. The Site Supervisor at South City Campus is a full-time employee. The Site Supervisor at Jordan Campus is currently a part-time employee. Funding has been requested over the last several years in the grass-roots budget process to make the Jordan Campus position a full-time one, but funding has not been allocated. The Director will keep pursuing funding as this position really needs to be full-time.

Testing Services is in the process of merging School of Applied Technology (SAT) testing under the overall Testing Services umbrella. For many years, the SAT has operated fairly independently within Salt Lake Community College. The College is now bringing it into alignment with regular college services. This will add 2 full-time and several part-time employees into the Testing Services structure.



Describe how you see your organization moving in the next five years to most effectively meet student needs.

In the next five years, as the College moves to establish more sites and campuses around the Salt Lake Valley, I believe there will be an expectation for more Testing Services offices at these new sites. Although the Utah Legislature is considering a plan to require all high school juniors to take the ACT, which could then be used for admission/placement to the College, there will still be a need for regular placement testing.

Along with the growth of the College there is an increase in online education. Many schools require tests for online classes to be administered in a proctored setting which is a service we provide. This is currently one of our fastest growing services and I believe the trend will continue.

Utah's governor and Board of Regents have announced plans to increase the number of Utahans gaining some form of post-secondary training/education. At the same time, the number of minority student drop-outs is increasing, and only a small fraction of eligible citizens have completed GED testing. According to the *2010 GED Program Statistical Report*, 185,575 Utah citizens do not have a high school degree and only 5,926 attempted the GED test in 2010. These numbers indicate a great need for accessible GED testing centers. Additionally, new admission requirements for SLCC will require a state recognized high school diploma or GED, beginning Summer Semester 2012. In order to meet the needs of those students who are non-high school completers, the GED program needs to expand.

How are decisions made within the leadership and the department? How are decisions communicated within your department?

Where appropriate, decisions are made by the director and senior staff in consultation. These decisions are usually process decisions. Any staff member – part-time or full-time – who has a suggestion or idea for improving processes and/or service can put the idea forward for discussion and possible implementation.

When such a decision has been made, the new process/service is communicated to the staff at Jordan and South City Campuses by email and also through their supervisors. Staff at Taylorsville Redwood is told directly.

Personnel and budget decisions are the responsibility of the Director. Budget decisions are also controlled by the grass-roots budgeting process. During this process all the directors in Student Services submit their base and one-time budget requests to the Student Services Vice President. The VP then holds a meeting with the directors plus one representative from each department. These staff members are broken into groups and presented with all the budget requests. Each group is asked to recommend 3 base budget priorities and 3 one-time funding requests that they would support. Many times there is a consensus – or at least a plurality – on recommendations. Sometimes there isn't. The Student Services Vice President in consultation with her Assistant Vice Presidents chooses 3 top priorities for both base budget requests and one-time requests to take to the College Budget Committee. That committee then makes recommendations to the Executive Cabinet which makes the final decision on new funding allocations.

Staff and Responsibilities

Detail staff recruiting methods including any challenges or successes you have experienced in recruiting staff.

Hiring at SLCC is conducted under strict control by Human Resources (HR). Job descriptions are submitted on a standard template with two levels of supervisory approval. Jobs may be posted for a certain length of time, or left open until filled. Once the position has closed, applications are reviewed by a hiring committee selected by the hiring supervisor and including an Affirmative Action representative who has been trained by HR. Applications are screened for minimum qualifications by the hiring supervisor and the AA rep. The whole committee then reviews and rates the remaining applications. The five or six applicants that are rated highest are then called in for oral interviews. Applicants are scored on their interview responses. At this point, depending on the position, there may be a job offer (after background and reference checks) or there may be a second round of interviews with higher level administrators.

This process makes it extremely difficult to “recruit” staff. It is possible to hire very good, skilled staff – but the process is cumbersome and time consuming. Many times, qualified applicants have accepted a different job before we can even call them in for an interview.

The College is currently in the process of devising a new classification system for employees. This classification system will focus on educational background and will do away with the current policy of allowing applicants to substitute experience for education. The new system also includes a career ladder program based on the employee achieving certain milestones and responsibilities.

Certainly an advantage of this new system would be to allow employees to advance while staying in the same department. Currently, if employees complete further education and/or wish to advance, they must seek a new position, usually outside the department. Since all of the full-time Testing Services employees have indicated their desire to stay in the department long term, this new program will be to their advantage.

Job Responsibilities

The job titles listed first reflect the current titles; those titles in parentheses reflect new titles for full-time positions under the new HR classifications which should go into effect in the fairly near future.

Specialist II (Advisor I) – GED, CLEP – two full-time positions: These employees are responsible for administering and scoring the GED, administering and scoring CLEP, answering student questions, maintaining the security of the tests and results.

Specialist II (Advisor I) – Classroom – one full-time position: This employee oversees our classroom testing services. She supervises 4 part-time employees. She also conducts our proctored testing for other schools.

Specialist II (Manager I) – Site Supervisor South City – one full-time position: This employee is responsible for overseeing day-to-day operations at South City Campus. He supervises 4 part-time employees.

Specialist II (Coordinator I) – Tech Manager – one full-time position: This employee is responsible for computer maintenance and operation of all Testing Services computers at all sites. She also trains new employees on necessary computer programs.

Specialist I – Site Supervisor Jordan Campus – one part-time position: This employee is responsible for overseeing day-to-day operations at Jordan Campus. She supervises 4 part-time employees. There is a need for a full-time site supervisor, but funding is not available.

Aide III – 16 part-time positions: These positions are responsible for signing people in for testing, checking identification, administering both classroom and placement tests (under supervision), and assisting students filling out GED paperwork. Although some employees are students, they have demonstrated a great deal maturity and an acceptance of personal responsibility. Most of them have been employed in Testing Services for multiple years.

Lab Aide IV – Spanish GED administrator – one part-time position: This person is responsible for the administration of the Spanish GED test, as well as the Hispanic community outreach program.

Job Qualifications

Specialist positions: College degree or experience in testing required. Supervision experience required when necessary. Technical experience required when necessary

Part-time positions: High school diploma required, some college preferred. Customer service experience required.

Human Resources is currently developing new job titles and definitions which will impact the above descriptions and qualifications. Although the process is underway, there is date set yet for when the definitions will officially change.

Training and Professional Development

How are new employees trained and oriented to their role within the department and institution?

The institution offers several basic trainings online, such as workplace violence, ADA, sexual harassment avoidance, and safety. All new employees need to complete this training. New full-time employees meet with HR to set up various benefit plans – retirement, insurance, and so forth.

Within the department, new part-time employees are paired with a more experienced part-time employee doing the same job. The first day or so, they observe then begin to participate as they feel more comfortable and understand more about the job. New full-time employees spend time

with the Director discussing what the expectations are and any specific goals the Director would like to have them accomplish.

Student Services has an orientation program for new employees, as well as a Student Services Institute offered every year. Student Services employees who wish to attend SSI must apply and be accepted. The program is an intensive look at Student Services, how it functions, the problems it faces and gives employees a chance to suggest solutions for those problems.

What on-going training occurs for staff throughout the year?

As new programs or processes are developed within Testing Services training is provided, typically by the Director or Specialist who oversees the function.

Staff have access to the College's SkillSoft training program throughout the year, as well as to SLCC online training programs.

What professional development opportunities are made available and how are staff approved for participation and possible travel?

The College offers some staff development training throughout the year. As long as there is coverage in the office, staff members are free to attend. They simply need to ask and validate that there is coverage for them to be gone. The College offers online SkillSoft training for all employees. There are hundreds of classes that employees can take at no charge for professional development.

Travel is extremely limited. The department has about \$200 in travel money for the year. Even the Director doesn't travel. Webinars are encouraged (especially free ones!). When money has been available for travel to national conferences, those most involved in that subject are the ones selected to attend. For example, the Director and the Tech Manager were the ones who attended the Accuplacer National Conference three years ago. For the state GED conference, all the GED examiners attend.

Describe any interdepartmental training in which your department is involved.

Testing Services personnel have completed the training provided by the Cashier's office for handling cash and also FERPA training provided by Enrollment Services.

Testing Services delivers training to those individuals who will be administering and proctoring placement tests at the various high schools throughout the valley. This training is arranged through the Concurrent Enrollment Department.

Staff Evaluation

Highlight evaluation methods for both staff and student employees. Explain feedback opportunities/processes and timeline for changes or improvements. Highlight any department rewards/recognition programs.

Full-time staff are evaluated once yearly in the spring using the HR personnel evaluation form. The employee rates themselves, the supervisor rates them, and then there is a meeting to discuss the results. Part-time staff do not have a mandatory review.

However, in both cases, if problems arise at other times, the Director, the direct supervisor or both may conduct an immediate meeting with the employee where the problem is stated and discussed, and corrective actions are prescribed. This process is carried out under the direction and supervision of the HR department.

The department participates in the Student Services Awards and the Staff Stars program through the Staff Association.

Do you have any needs involving the staffing of your department?

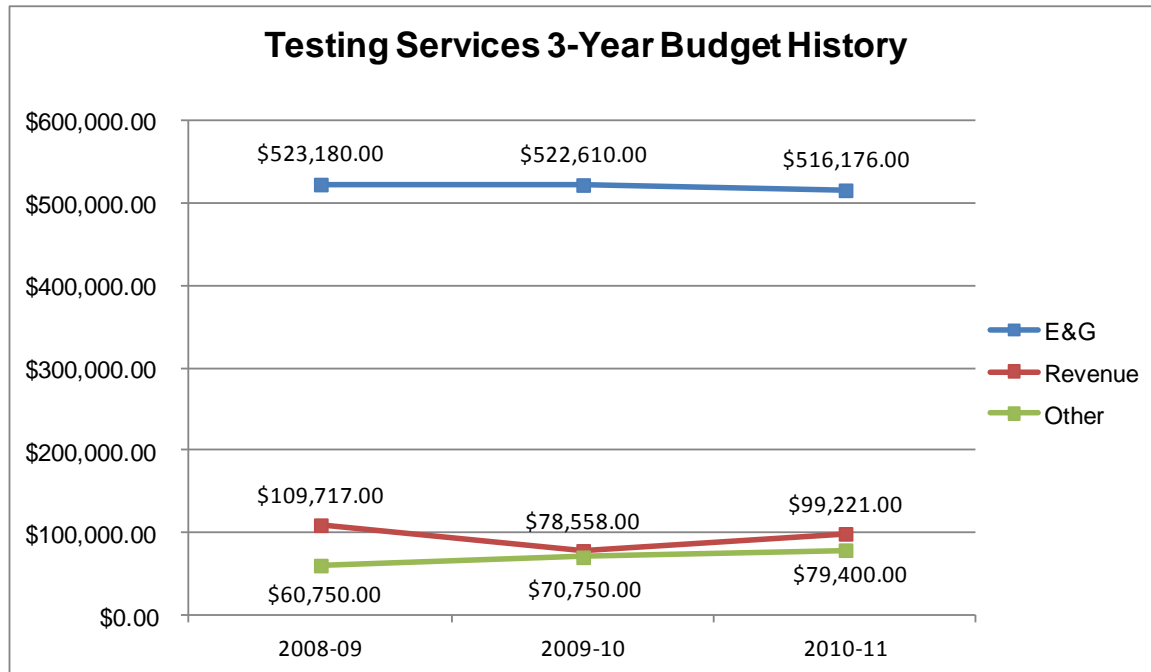
The Testing Services office at the Jordan Campus is desperately in need of a full-time supervisor. The Director has asked for funding for the position for the last four years during the budget process, but has not been successful. The current part-time supervisor simply is not there enough to handle all the needs. There is also a problem with some of the other part-time staff members not recognizing the authority of the supervisor, viewing her as just another part-time employee.

If, as expected, Testing Services is asked to expand to other sites/campuses, staffing will be needed for those new offices, but that remains in the future. This could be especially true as we merge with the School of Applied Technology Testing office and look at opening testing services at the new West Pointe Center

Testing Services also needs at least a part-time secretary who can deal with budget reconciliation and purchase orders. Currently, this falls to the Director who has limited knowledge in these areas (despite taking Banner Financial Training four times) and limited time. As the Director is tasked with more research issues and with integrating and overseeing SAT assessment services, time will continue to become a more critical issue.

Also, there should be academic advisors available in the testing area at South City, and Jordan Campuses. These positions would not come through Testing Services, but Academic Advising but would be specifically trained to work with test scores.

V. FINANCIAL RESOURCES / BUDGET



Analyze the way your department expends its resources and comment on any trends.

All of our resources, both Ed and General (E&G) funds and self-generated funds, go to supplying either personnel or tests and equipment. The E&G part-time hourly employee base funds from the College cover roughly half of the necessary budget needed for part-time hourly employees. Also, each year, the Director must actively seek out about \$70,000 in additional funding to purchase the necessary Accuplacer units. See Appendix B for Testing Services budgets detailed by line item.

Self-generated funds come from testing fees for GED testing, retest fees for Accuplacer, fees from proctoring tests for other institutions, CLEP and Challenge tests.

It would provide greater stability for the department (and less worry for the Director) if base funding covered all the necessary expenses, such as test unit purchases and part-time employee salary.

Over the last few years, the Utah legislature has cut higher ed funding. This trend is projected to continue for the near future. If it does continue, then Testing Services could possibly be responsible for generating even more of its own operating costs.

How do you determine priorities and distribute funds within your department budget?

Needs drive the expenditures. Smaller needs over and above regular operating costs - a new scanner or a color printer – the department usually tries to cover out of regular E&G funds. Larger purchases and requests for personnel must go through the grassroots budgeting process, where they compete for recognition and fulfillment with the needs of all the other departments.

Describe any major budget oriented changes/trends within your department over the past three years. What strengths and limitations do you see in your budget resources?

The current expense amount allotted from E&G funds has not changed since the late 90s while the cost of tests and the number of students requiring testing have both increased significantly. This is why the Director must actively seek additional funding each year to cover the purchase of the necessary test units.

The same problem exists with regard to part-time employees. As the College has grown, Testing Services has had to open more sites, but funding has not been supplied for the necessary staff. Currently, Testing Services has to generate about half the money necessary to cover part-time staff salary.

The new computer-based GED program will have an impact on the budget for Testing Services – but we aren't quite sure what it will be. Currently, the \$85 for the test is paid directly to Testing Services. Testing Services uses that money to fund both GED expenses and part-time employees. When the program changes to computer-based testing, the students will pay their money directly to the testing company, which will reimburse the Testing Center \$5 per hour per student. With the test increasing to 10 hours, this could generate \$50 per student. However, we have not been told if there will be test costs that the Testing Center will need to cover so the amount of money actually generated is still unknown.

Testing Services is investigating the possibilities of offering other tests – such as Microsoft Certification – in order to generate needed funds. Expanding these community services will be particularly important if GED revenue falls significantly.

VI. FACILITIES, EQUIPMENT & TECHNOLOGIES

How effective is your current space and distribution of employees within that space in helping you to achieve your department's mission and goals? Are there any challenges you currently face in regards to physical space or anticipate in the future?

At Taylorsville Redwood, our space is adequate with a few exceptions.

- Not everyone is able to have office space. Two full-time employees share one office and one full-time employee actually has an office that is part of a testing room.
- We have no private rooms for Accuplacer testing for students with disabilities, although students can work with the Disability Resource Center to arrange private room testing. The Disability Resource Center has limited private rooms available for testing and in busy times (such as finals) all rooms are often scheduled. Testing Services is currently beginning discussions with DRC about the possibility of using some space in the Redwood office for the construction of private or semi-private rooms.
For GED students, this means that if a student has an accommodation for a private room (low distraction environment), we must test them by themselves in a room that seats 20. As the GED moves to computerized testing, we have not yet received an answer how accommodations must be arranged under the new system.

At Jordan Campus, the space is not adequate and has layout problems.

- Our testing space has room for only 10 computers for placement testing. Jordan's campus enrollment has increased greatly in the past few years, resulting in 2 to 3 hour waiting lists for placement testing during rush. We really need at least 10 more computers to handle the numbers of students needing to test.
- The control area of the testing space is long and narrow, allowing space for only one employee to help students signing in for testing. It would be more efficient if there were space for more than one employee to be at the sign-in desk at a time.
- There is a small room on one side that is used for Disability Resource testing. Staff has no way to monitor what goes on in that room. In fact, we have documented numerous incidents of cheating. There is a camera, belonging to DRC, in the room, but it has not been hooked up and students actually pull their desks out of camera range (they think it is active). It would help to have a large observation window put in the area.
- There is no room for an advisor to be stationed in the Testing Services office.
- Another problem with this room is that more and more of the duties are falling on Testing Services staff. Sometimes, this leaves the Testing Services office empty while DRC students are started with programs such as Kurzweil. There have also been numerous instances of DRC students demanding accommodations for which they have not been approved. This has been discussed with DRC personnel, who indicate that Testing Services staff should call them, but sometimes they cannot be reached. Because Testing Services staff at Jordan are all part-time hourly employees, they are very uncomfortable and worried they will violate ADA regulations by not accommodating the student.

At South City Campus, the space is adequate for placement testing.

- There is, however, no space for paper and pencil or classroom tests to be administered.
- There is no room for an advisor to be stationed in the Testing Services office.

At South City and Jordan Testing offices, there is no room for the Director to stay in the administrative area for any time without displacing a staff member. This makes long visits (and observations) awkward.

At Jordan and South City, there is no room for an advisor to be stationed in the Testing Services area. At South City, students just have to go downstairs to go to the Academic Advising office, but at Jordan Campus they must travel to a different building, some distance away.

Detail how often you update equipment within your department.

With well over 100 computers, a dozen printers, and several scanners, updating equipment is a constant struggle. The College did have a program to replace a certain number of computers/printers every year, but recent budget cuts have eliminated that program. We have been able to obtain a limited number of replacement computers from surplus (when they have some that are newer than ours). We are able to request money for replacement computers through the grass roots budgeting process, but actually getting the money is doubtful.

How do you incorporate technology within your department?

Testing Services has a shared drive on the computer. Testing Services Sign-in sheet templates, electronic sign-in sheets, financial reports and some test scores are stored there and accessible for all employees at all three campuses. Employees are trained on the Banner system where student data is stored. All employees have access to the College email system and employees' calendars are shared through Outlook.

The College actually has a number of training programs online, including Emergency Procedures, Fire Extinguisher, Driver's Training, ADA, Workplace Violence and Anti-Discrimination and Harassment Avoidance. Additionally, the College has an online SkillSoft program for employees that they can access on their computer.

Over the last three years, the Redwood office of Testing Services has been completely wired for audio and visual surveillance. There are cameras and microphones in every testing room and in the reception area. The feed is saved to a hard drive in a unit in the Director's Office. Images are saved for 90 days. Should it be necessary, campus security can access live feed from any of these units. Also any sequence of video and audio may be burned to a DVD. This equipment was all purchased with money the department generated. South City and Jordan Testing

Services areas do not, as yet, have such surveillance, although the new GED testing area will have complete surveillance. This is required by the test maker.

Placement and CLEP testing is all conducted online, and GED testing soon will be. By the time the new GED computer lab is completed with 32 computers and the Westpointe Center comes online with an additional 40, Testing Services will have over 200 student-use computers plus office computers, printers and scanners for staff across 4 campuses. This use of technology makes the position of Tech Manager for Testing Services vital for the area.

Describe how you maintain your website and other online presence; assess how up-to-date and student friendly you believe these media are for students.

Testing Services has a website (www.slcc.edu/testing) developed and maintained by the Director and the Tech Manager. It is, unfortunately, a very basic one since neither party has much time to devote to it or the skills to build anything more than basic. We do try to keep the information on it updated. A few advisors have told us that it is “too wordy” but we are not sure how to cut verbiage and still get the necessary information out for students.

Describe the adequacy of technology support and skills for your department.

Our Tech Manager has good working relationships with both the College IT department and the various testing companies with which we work, especially Accuplacer/CollegeBoard. It would be useful sometimes if there were two of her – particularly when something major goes wrong – but overall tech support from the College and our testing partners is adequate.

It would helpful if there were more support for building and maintaining websites from the College. It would also be helpful if IT were a more robust department with more staff. Testing Services is not the only area of the College struggling to get more IT support.

What are your projected needs in regards to facilities, equipment, and technology?

This will all depend on College plans and requirements.

Testing Services has approval to begin the process of remodeling an existing classroom for GED computerized testing. This will require some remodeling and updating of the area, including new lights, carpet and HVAC. There will need to be testing carrels and a small area for administrative tasks. Wiring and internet access will need to be installed. The room will accommodate 32 computers. Testing Services is looking at purchasing approximately 35 “thin client” machines for our large placement testing area and moving the current placement computers into the GED space. This would save about \$15,000.

If we are tasked with opening new centers at new College sites, again there will be a need for computers, printers, faxes, scanners and internet access at those sites. Space would be another necessary consideration, as would personnel.

VII. ETHICAL AND LEGAL RESPONSIBILITIES

Detail regulations that your department must abide by related to department personnel, data, procedures, and facilities.

All department personnel are hired according to the rules and regulations developed and instituted by Human Resources. Any personnel issues are dealt with following the Rules of Progressive Discipline, also developed by HR.

The Family Educational Rights and Privacy Act (FERPA) determines what student data may be released and to whom. All student test scores or results are considered confidential and will not be released, except to the student, in person, upon presentation of a valid picture ID. No scores are released via telephone. For scores to be released to another school, the student must supply Testing Services with a signed and dated test score release form. Paper records are maintained for 7 years, under guidance from our office of Risk Management.

GED scores and their release are also governed by FERPA. If students wish their GED scores or records released to a third party, we must receive a signed and dated release form and see a valid picture ID. (If the third party is an agency conducting a background check, then the requirement for the picture ID is waived, but they must still present a signed release. This is in accordance with rules from the state GED administrator.) Paper copies of GED records are kept in a locked room with limited access, and maintained indefinitely.

All testing is completed in accordance with rules and regulations developed and mandated by the various testing companies involved.

All financial data paper records are kept for 7 years, in a locked room with limited access as mandated by our Risk Management Office.

All access to the Testing Services offices is controlled by key and Prox cards, issued by the SLCC Facilities Key Office in consultation with the Director.

VIII. ASSESSMENT AND EVALUATION

Student Services requires its departments to create annual assessment plans. The table below lists the assessments that Testing Services conducted over the past three years. It details the types of assessment, the findings and outcomes. See table.

Assessment Title	Year(s)	Type	Findings	Use of Results
Gray Area Placement Study	2010-2011	Quantitative - evaluation of academic success of students.	The majority of students placing the Gray Area were Caucasian; academic success (GPA of 2.0 or better) was not connected with test scores.	Results were supplied to Administration; study currently being used to drive discussions about setting a "floor score" for college.
Accuplacer Workshop Effects of Accuplacer Scores	2010-2011	Quantitative - examination of the effect of Accuplacer prep workshops on student' Accuplacer scores.	While the results showed that those who attended the workshops spent longer on the tests, there was no apparent effect on their scores.	The status quo was maintained.
Math Cut Scores Verification Study	2009-2010	Quantitative - current cut score ranges for Accuplacer placement into math classes were analyzed based on final class grades.	The current math placement score ranges were found to be valid. Classes evaluated ranged from Math 0900 thru Math 1010. The percentages of students placed correctly ranged from 71% for Math 0900 to 90% for Math 0950, 80% for Math 0900 and 77% for Math 1010.	Results indicated that, while SLCC students have a slightly higher than normal chance of success in math using current cut scores, the percentage is not high enough to indicate that a total re-evaluation and raising of the cut scores is necessary. No action was taken.

Assessment Title	Year(s)	Type	Findings	Use of Results
Individual High School Concurrent Placement Percentages	2009-2010	Quantitative - Students testing for concurrent classes had their test scores analyzed by high school and the classes they placed into.	Students' scores were grouped by high school, then by the class they placed into for Reading, English and Math.	Tables showing placement percentages for the school were supplied to each high school principal. A brochure explaining Accuplacer scores was included with each mailing as well as contact information for the Director if the principals had any questions.
English and Reading Cut Score Validation	2008-2009	Quantitative - Current cut score ranges into Reading and English classes were analyzed based on final class grades.	The studies showed that between 70% and 80% of students were being placed correctly into Reading, Writing, and English.	Results indicated that, while SLCC students have a slightly higher than normal chance of success using current cut scores, the percentage is not high enough to indicate that a total re-evaluation and raising of cut scores is necessary. No action was taken.

How do you develop your assessment plan and how is the staff involved? What types of assessment do you want to continue and what types of assessment or information are missing that you want to address in the future? How do you use the results and disseminate the results to staff and other departments?

The assessment plans that Testing Services has completed over the last several years have been developed in discussions between the Director and the Associate Vice President for Student Enrollment. Several times, the choice of assessments has been driven by some ongoing conversation or issue that involves several areas of the College. The “Gray Area Study” from 2010 – 2011 would be an example of this. Other times, it is curiosity about whether a particular service is successful. This is what drove the analysis of the test scores of students who had attended the test preparation workshop.

The actual work – selecting students, gathering data, analyzing and interpreting the data and writing the report, is done solely by the Director. Results are posted in Student Labs (the old Student Voice) online and are able to be accessed by any member of the college community. Results are also supplied to the Associate Vice President for Student Enrollment and the Student Services Vice President.

Since these assessments have been quantitative and not procedural, the results may be reported to staff, but are not used with staff.

One thing that has been problematic is the limitation of the Institutional Research office in providing any substantive assistance. When they have been asked for assistance, especially in analysis of data, most times the Director receives no reply. On the few occasions when they have provided data (e.g., whether students are enrolled in a reading class), the data that was supplied turned out to be incorrect when spot checked by the Testing Services Director.

Students have very limited contact with Testing Services. Most have one contact of less than two hours when they come in for placement testing. This makes it extremely difficult to find applicable student learning outcomes to evaluate or obtain accurate student satisfaction measurements. Indeed, when we conducted a satisfaction survey of our classroom testing program several years ago, the most common response was “no opinion.” (The second most common response was a write-in one indicating that we should be open until midnight or later.)

In addition to assessment studies, Testing Services produces an Annual Highlight report for Student Services that summarizes the major accomplishments of the year (Appendix C) . Benchmark Indicators that provide quantitative data on the number of tests and results are used in the informed budget presentations every year (Appendix D).

IX. SUMMARY OF SELF-STUDY

What are the major changes in your department that have occurred over the past five years?

The most wide-reaching change has involved classroom testing for online classes. The program became too large for Testing Services to handle without additional resources. The academic side of the College made the decision to open an online class testing center at each main campus (Redwood, South City and Jordan) with enough space and staff to handle online class testing. Testing Services still does limited classroom testing for in-person classes where students might need to make-up or retake a test. Numbers of students allowed to test are strictly limited, although we will work with an instructor if the need arises.

Testing Services has seen a huge increase in the numbers of incoming students asking for distance administration of the placement test. Many of the students seeking a distance administration are enrolling to take online classes and are located in other states or countries. Tests have been administered in almost all of the other forty-nine states, Spain, China, Bolivia, Ecuador, Germany, and Switzerland and even on an aircraft carrier in the middle of the Pacific Ocean. In calendar year 2010, 35 students requested distance administration of the placement test. In calendar 2011, 82 students – a 134% increase – requested distance administration.

Since the State of Utah signed a letter of agreement with CollegeBoard/ETS to have all state colleges and universities use the Accuplacer test, there has been a huge increase in requests from students to have their scores sent from SLCC to another institution, or for another institution to send Accuplacer scores here. In both cases, the process is personnel intensive. In calendar 2011, Testing Services received a total of nearly 500 requests for scores to be transferred in from another institution or out to another institution.

Because most students procrastinate, the majority of these requests come during “rush” times – those times right before semesters when Testing Services is extremely busy. These requests are handled by either the Director or the Tech Manager. This increases stress for them during what is already a high stress period.

Highlight the major accomplishments and strengths of your department discovered through this reflection process. How do you intend to maintain and/or improve upon these strengths?

The main strength of Testing Services is in its staff and their willingness and ability to provide excellent customer service, and pitch in where needed. Because of this willingness to help where needed, we have been able to handle increasing numbers of students without increasing numbers of staff. The fact that many of the staff members, both full and part-time, have been with the department for a number of years is also a strength. They have a great deal of knowledge about the College, its processes and services, and are able to help students efficiently.

Another strength of Testing Services is our adaptability. As the needs of the College change, we are able to adapt quickly to these new requirements and get staff up to speed on changes quickly.

Technology, and the use of technology to improve efficiency, is another strength. Using Accuplacer has allowed the department to test large numbers of students quickly and efficiently.

Highlight the areas of improvement that you have identified through this review process. What resources do you need in order to make these improvements?

Some things currently handled by the Director – and sometimes the Tech Manager - in terms of day-to-day business must be moved to other staff members. Setting up arrangements for distance testing and dealing with score transfers is becoming a bigger and bigger time commitment.

Testing Services needs to work with Enrollment Services to develop a plan to encourage students to complete placement testing sooner. Perhaps emails could be sent to students who have not completed testing within 2 weeks of their application date, reminding them that they must complete testing before they can register. The Orientation office might also increase the emphasis on the importance of timely testing in their orientation presentations.

The Testing Services website needs more attention. Additional assistance and support from the College would be very helpful to make this happen.

Testing Services needs to work more closely with the Disability Resource Center to resolve the issues at Jordan Campus. We also need to plan to get more computers for the Jordan Testing Services office. The ten computers currently available at Jordan are not enough and lead to long waits for placement testing during rush times. This would require funding for computers and wiring.

Both South City and Jordan testing areas need to be fitted with audio and visual surveillance, even though they are small offices. Funding would need to be available.

The Jordan Campus testing area needs a full-time supervisor. Currently there are five part-time employees, one of whom serves as the supervisor. She is only in the office six hours per day or less, and some of the other employees are unwilling to recognize her authority, despite repeated reminders from the Director that this person is the supervisor. The other part-time employees see her as “one of them” – another part-time employee – and don’t follow her direction.

Articulate any goals that you have developed based on your self-study.

The biggest goal currently for Testing Services is to obtain funding for the remodel for a computerized GED testing area. This is a “must have” for us to be able to continue to serve students and help them reach their goals.

Many of the items listed as “areas of improvement” above are also – or could be - goals. The major problem is that many of them require funding which is not available. Until the funding situation in higher education in Utah changes for the better, they will need to be long-term goals. If the merger with School of Applied Technology testing goes through, then employees in both offices will need new training to learn each other’s information, services, and processes. This merger will also bring new staff members into Testing Services, so a process of examining services and what staff work with which services will also be necessary. Additionally, changing supervision for any area always brings challenges as staff try to adjust to new personalities and new ways of managing.

The new admissions process is also bringing a need for new processes in Testing Service. Although a high school diploma or GED is required, there is a built in exception to allow non-graduates to test for admission. If they place in both English and Math 1010, then they may be admitted to the College, but are not eligible for financial aid. A student who tries to qualify for admissions through testing but does not achieve the necessary scores may have one attempt at retesting. If the student does not qualify after retesting, then they need to be counseled about looking at the opportunities to prepare for the GED or take a course of study through the School of Applied Technology. A new process for identifying these students before testing, then appropriately counseling them after testing is being put in place and personnel are being given information to help them help students.

Testing Services is exploring the possibility of administering more certification and outside proctor tests to generate more income. It is possible that the establishment of the computerized GED center will help in that regard, as it will also make Testing Services a PearsonVue Center.

Given how fast technology changes, there will surely be changes in technology that will impact Testing Services. It’s just that, as yet, we don’t know what they will be. As with any technology, new ones can be used for good or ill (think of the new scanners that look like pens, and the opportunities for cheating that those provide) and Testing Services will have to stay vigilant and aware so that those technologies work for us, and not against us.

What are the key issues or concerns that you would like your site review team to address?

Any suggestions the reviewers have to improve the functioning of the department would be gratefully received.

It would be helpful for the team to explore and make suggestions about the importance of Testing Services being included in discussions about the concerns and needs of faculty regarding placement testing.

Testing Services struggles every year to get enough money to purchase necessary Accuplacer units to conduct placement testing. There is simply not enough funding included in the E&G funds that we receive from the College to buy the necessary units and the Director must seek approximately \$70,000 in one time funds to be able to continue administering the test. Having the team's perspective regarding the department's budget and the need for stable base funding to purchase test units for placement testing would be useful.