

Lane Community College
Unit Planning: Instruction & Student Services
Counseling: Testing

Unit Planning Process: 2005 – 2006 Program Analysis

Key Question: Please review the planning initiatives that were identified in the annual planning cycle. Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

**1. What did your unit accomplish last year in relationship to the annual planning initiatives?
Other accomplishments not related to the annual planning initiatives?**

Last years accomplishments include:

- a) Pilot Project for administering placement testing in area high schools. This was an unplanned initiative developed jointly by the Testing Office and Lane ESD. Over 600 high school students in 7 area high schools were administered placement tests in reading, writing, and math. Advisors accompanied Testing Office staff to some of the area high schools to provide advising on major and course selection.
- b) An alternate method of paying placement test fee with CRN was established during winter term. This was a planned initiative in collaboration with Enrollment Services. Students who had previously registered on ExpressLane could post the charge for the placement fee of \$5 with a CRN for further placement testing.
- c) Adaptive Technology was installed on computers in the testing labs, allowing students with visual impairments to increase text size to more easily read screen presentation of placement test. Students with hand/finger mobility impairments were helped with the installation of a large key keyboard and trackball. This was a planned initiative in collaboration with the Office of Disability Services.
- d) Chairs & desks for GED testing room (Center 12) were improved for student comfort and more adaptability, especially for those students who find the standard desk with attached unmovable chair uncomfortable. Facilities Management & Planning provided this new furniture. Complaints about uncomfortable testing conditions related to furniture dropped to zero. This was a planned initiative in collaboration with FM&P.
- e) Voice mail with answers to frequently asked questions on four popular testing programs was established in the fall of 2005. This was a planned initiative. Information is updated weekly with office hours, placement testing information, GED information, proctored testing information, & FAA testing information.
- f) Testing Office web pages are now updated in house, freeing LCC webmasters for more complex tasks. This was an unplanned initiative in collaboration with the webmasters. Software was purchase and testing office staff was trained on making minor updates to the web page.
- g) Testing Office now has the ability and training to create L numbers and general person (SPAPERS) records in Banner. Testing Office staff worked in collaboration with Enrollment Services staff to be trained and granted access to create these records for students need to take placement tests. Admissions Information forms are then forwarded to Enrollment Services for the more complex creation of SAGSTDN records. This was an unplanned initiative.

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2. What are the areas that still need attention?

- a) Banner uploads – Automatic loading of test scores to Banner in a timelier manner to increase accuracy and shorten turnaround time for students wanting to register for classes.
- b) Test Scheduling and tracking – This was an initiative that was not accomplished last year. More effective test scheduling will allow for better work flow in the office and help keep statistics on the number of tests given and also help track employee productivity trends.
- c) Better monitoring of testing labs to prevent cheating - The improvement in technology is both a boon and a burden. Incidents of students using instant messaging on cell phones while testing is increasing. Students savvy with computers are using the internet to cheat on exams by researching answers. Several levels of security are now necessary to prevent and stop inappropriate behavior in the test labs.
- d) Sustainability of placement testing programs by charging students for placement testing - More options need to be explored to allow students to pay the placement testing fee and at the same time not burden the cashier's at Enrollment Services with collecting the nominal fee to defray the cost of placement test units. The Testing Office also needs to explore ways to keep the cost to students at a minimum in the face of increasing costs from test providers.
- e) Placement testing in area high schools – The successful administration of placement testing in seven area high schools last January & May has generated much interest among school administrators, students and parents in the county. The initial pilot program also gave us information on better and more cost effective methods to test students off site.

3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

- a) The Testing Office will pursue methods of automatically loading placement test scores into the Banner system.
- b) Testing will work with Counseling & Advising to utilize SARS Grid to more closely track numbers, test scheduling & appointments, and staff workload.
- c) The Testing Office will improve security measures on several levels. Software to track student computer use, lockers for student belongings, and video/audio security monitoring are all measures that will be investigated.
- d) Alternate methods of paying for placement programs must be investigated.
- e) Expansion of placement programs off site, especially in area high schools, needs to be enhanced to offer potential students the chance to test early and conveniently. Educational intervention may be made in areas where students' college level skills may need improvement. This will also serve as a recruiting tool to introduce students to LCC, especially when coupled with advising sessions.
- f) Methods to contain costs for tests purchased from vendors must be explored.

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Unit Planning Process Initiatives: 2005 – 2006

Section I: Planning

1. Initiative Title: High School Placement Testing

Division Priority: 11

2. What program level outcomes do you expect to achieve?

Offering placement testing in local high schools helps recruit students to LCC, and offers them early feedback and intervention for under-prepared students.

3. Initiative Description

This initiative is directed toward the Strategic Direction of *Transforming the College Organization* through building organizational capacity and systems to support student success and effective operations.

The initiative will expand the existing placement testing pilot program to deliver placement exams at the convenience of high school students in a setting and location that is familiar to them; i.e., computer labs at their local high school.

The pilot program has generated intense interest in other schools around the county. We started with three schools in January 2005, testing 150 students. In May 2005, we expanded to seven schools, testing 450 students. There are now 12 schools interested in participating, with the potential of testing up to 1000 students.

Testing Office staff will train high school staff to administer the testing software, provide technical support, and test units for each high school to use. The goal is to test up to 1000 students in the 2006-2007 cycle.

This program will allow students to take placement tests late in their junior year of high school, giving them early feedback on their skills. This will allow those who are under-prepared time for educational intervention before being tested again late in their senior year.

This would be an investment in the future recruitment and retention of students, giving them early contact with the college, and advising them in areas where they are under prepared.

Testing Office also supports advising for major and class selection, see initiative submitted by Counseling & Advising to support sending Advisors to the High Schools post test.

Early placement testing evens out the peak periods in the Testing Office and allows us to better serve the students with longer contacts before and after testing.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Accuplacer testing units, 2000 @ \$175 each = \$3500.00

Testing Office staff to train high school staff to administer test, 48 hours @ \$20/hour = \$960.00 + OPE = \$1,346

Travel to area high schools for training, 2 trips to each high school, 1038 miles total @ \$.485/mile = \$503.43

Total estimated cost is \$5349.43

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- 5. This project could be partially funded, but fewer students would be tested. In an attempt to lower the overall cost per student tested, a change in the current program is being introduced; Testing Office staff will not be on site during testing, only training (4 hours per school). This will significantly reduce staff costs by effectively transferring the staffing cost to the local high schools administering the test. The absolute minimum cost would be \$3500 to cover the cost of the placement test units; training would be done over the phone with supplemental written directions, and local school computer lab staff would be responsible to check computer lab compatibility.**

- 6. Provide ORG & PROG codes**

515300/310000

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Section I: Planning

1. **Initiative Title:** To automate the process of entering placement test scores into Banner.

Division Priority: NR

2. **What program level outcomes do you expect to achieve?**

An automated system would allow us to make more efficient use of personnel resources and would result in greater accuracy. Hand entering test scores into Banner is a time consuming process that hinders the ability of the Testing Office to serve students in a timely manner, increasing the time students wait in line for placement testing.

3. **Initiative Description**

This initiative is directed toward the Strategic Direction of *Transforming Students' Lives* by developing institutional capacity to respond effectively and respectfully to students.

There are a number of community colleges that are also Banner and Accuplacer users.

Several have developed scripts that upload Accuplacer test scores into Banner and could offer advice on the process. Adopting scripts from these schools will be an efficient use of college resources, as only minor modification would be needed; the script will not have to be written from scratch.

The challenge addressed here is for timelier & more accurate score loading into system; by automating this process we can more efficiently serve students and attain a higher accuracy rate.

Automating this process will allow students to register more efficiently. Mistakes in entering scores will be reduced; staff time will be freed up to help students in the testing process. Scores will be loaded in a more timely manner.

This process would be shared between the Testing Office, Enrollment Services, Banner Student Core team and Information Technology.

All students will benefit by more timely and accurate loading of placement test scores, allowing for immediate registration while minimizing problems currently associated with hand entering scores (wrong scores entered, scores not entered at all, scores entered into wrong record).

Section II: Linking Planning to Budgeting - If you need Resources:

4. *Cost of this initiative would be minimal. Resources needed would be some programming time from IT staff, which could modify previously written scripts available from other schools. Accuplacer already has in place procedures to layout data in formats compatible with the upload process.*
5. **The Banner Student core team could address this issue at little or no cost.**

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Section I: Planning

1. Initiative Title: Sustainability of Placement Testing Costs Division Priority: __NR__
2. What program level outcomes do you expect to achieve?
This initiative will explore options for students to pay for placement testing & reduce costs so that students can be effectively placed into courses where they have a reasonable chance of success.
3. Initiative Description
This initiative is directed toward the Strategic Direction of *Building Organizational Capacity and systems to support student success and effective operations*. It also aligns with the Strategic Direction of *achieving and sustaining fiscal stability*.
The Testing Office currently spends over \$14,500 annually to buy testing units from the College Board. Previously LCC absorbed this cost. In July 2003, a \$5 placement test fee was initiated. Payment of the test fee at the cashiers in Enrollment Services caused long lines and wait times for students.
The creation of a CRN last winter to pay the placement testing fee on ExpressLane partially solved the problem for students who had registered previously. However the system does not allow new students, who have not previously registered via ExpressLane, to use the CRN for payment of the placement test fee. A large majority of students needing to take the placement tests are new students who have never registered previously, hence they still needed to go through the line at Enrollment Services.
Waiving of the placement test fee for a trial period of one year in August 2005 has temporarily alleviated the situation, but we cannot continue to buy placement test units out of ICP funds, which were originally generated through the placement test fee.
Initiative is to reinstate the \$5 placement test fee and modify the registration process by allowing an exception to registration holds in ExpressLane that would allow anyone to register for the specific CRN that charges the testing fee to student accounts.
Banner Student Core team, IT programmers, and Testing Office will work together establish a way for registration holds to be overridden for this category of CRN.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Resources needed
Programming time from IT staff, cooperation of Banner Student Core team and Testing Office.
5. Resources needed
Banner Student Core team could address this issue at little or no cost. Programming time would be minimal to create a "hold-less" CRN.

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Section I: Planning

1. Initiative Title: SynchronEyes Software for computer lab monitoring

Division Priority: NR

2. What program level outcomes do you expect to achieve?

Enhance test security in testing labs by allowing us to monitor each student's computer screen from staff desks, reducing cheating and protecting the integrity of testing programs.

3. Initiative Description

This initiative is directed toward the Strategic Direction of *Transforming Students' Lives* through *commitment to a culture of assessment of programs, services, and learning*.

The installation of SynchronEyes software will allow the Testing Office staff to discretely & continuously monitor what is on the screen of each computer in the testing labs in 116 A & B.

Monitoring student computers currently involves entering the testing labs and walking around to look at each screen. This creates a disturbance and allows students to quickly hide any unauthorized web content that might help them during testing.

This program would allow us to monitor what the students are accessing, but also take control of the computer, lock & shut down the testing program remotely when necessary to prevent or halt cheating.

Cases of students using unauthorized sources of reference material on the internet during testing are on the increase, i.e., students pulling up the online calculator for the math test, using instant messaging to communicate with other examinees, researching answers to questions.

As cheating methods become increasingly sophisticated, so must deterrence and prevention methods. This software is in wide spread use in testing centers across the country and is an efficient use of college resources.

Every student will benefit by protecting the integrity of our testing programs.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Cost for this software is \$1900. ITC support would be needed to install the software on the system.

5. Possible funding sources are department ICP funds.

6. Provide ORG & PROG codes
515300/310000

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1. **Initiative Title:** **College Board Membership** **Division Priority:** NR
2. **What program level outcomes do you expect to achieve?**
Membership in the College Board accords members a discount on Accuplacer placement test units, saving the college money.
3. **Describe the initiative**
This initiative is directed toward the Strategic Direction of *Transforming the College Organization* by achieving and sustaining fiscal stability, and by building organizational capacity and systems to support student success and effective operations.
Members of the College Board are offered a wide array of services and benefits, including discounted member rates on meetings, conference, and workshops for administrators, college counselors, admissions, enrollment, and financial aid officers. College Board members are also granted a discount on the purchase of Accuplacer test units.
Current price of Accuplacer test units is about to increase from \$1.45 to \$1.75 on 1/01/06. By joining the College Board, we can receive a discount of \$0.15 on each unit, lowering the effective price to \$1.60 per unit. The Testing Office uses about 10,000 units in the average year.
This will save the college about \$1175 per year. This is an efficient use of college resources. The Office of the President would have to complete the application form for membership in The College Board.
This will benefit all students by lowering the cost of placement tests. Monies saved from the purchase of placement tests can be devoted to other programs.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Cost for membership in The College Board per year is \$325. The Office of the President will need to initiate the membership process. Information is at:**
<http://www.collegeboard.com/prof/members/apply.html>
Departmental ICP funding could be used to pay CB membership dues. The net result will be a small savings in money spent on placement test units.
 $10,000 \text{ test units} * \$1.75/\text{unit} = \$17,500.00$
Vs.
 $10,000 \text{ test units} * \$1.60/\text{unit} = \$16,000.00$
 $\$17,500.00 - \$16,000.00 = \$1500.00$
Savings of \$1500.00 - \$325.00 member ship dues to College Board = Net savings \$1175.00 per year in cost of placement test units.
5. **Funding for this initiative should come from the General Fund as it provides benefits for the whole college, but Department ICP fund could be used as the cost savings would directly benefit the Testing Office. This needs to be fully funded.**

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Unit Planning Process: 2005 – 2006 Data Elements, Testing Office

Number of service contacts by exam type:

ACCUPLACER READING	5028
ACCUPLACER WRITING.....	4542
ACCUPLACER ATB	187
DTLS READING.....	1187
DTLS SENTENCE SKILLS	744
DTLS Reading (DH).....	110
MAT8 (DH)	110
ARITHMETIC & ALGEBRA	
Paper & pencil.....	1030
Computer	7046
COLLEGE LEVEL MATH	274
FAA.....	177
GED, 380 individuals took 1308 tests	1308
PROCTORED.....	240
BT180	77
STRONG INTEREST INVENTORY	649
CAI.....	3
MYERS BRIGGS TYPE INDICATOR	360
CAMPBELL INTEREST INVENTORY	3
MPRE (national test).....	35
DANB (national test)	27
OR TAX BOARD (state test)	8
Miscellaneous testing programs.....	23
 Phone calls	 4996
Visits without testing	4245
 Total placement tests.....	 20,335
Total contacts	32,444

The number of unduplicated participants is difficult to establish because students may call or visit before testing, or make a follow up visit to get duplicate score reports. The best indicator of unduplicated participants would be the total number of placement tests plus the number of national and other miscellaneous tests administered by the Testing Office, 20,428.

Total contacts at the Testing Office were up slightly (32,444) from 2003-2004 numbers (31,595), even though phone calls decreased by 1442, due in part to the voice mail system established in fall 2005. Placement tests were up by 3009; this is attributed to the pilot program to test students in area high schools (602 students, taking just over 1800 tests) in the winter and spring of 2005. Personal visits without testing were down only slightly from 2003-2004 figures (4,332).

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GED testing was up slightly from 2003-2004 numbers (1237) due to more testing sessions, especially evening sessions on the main campus. Not all students pass the complete battery of GED tests on their first try, so this number represents some repeat attempts.

There are generally no wait lists for testing; most students or community members who appear are tested on the same day. During the peak period for placement testing in August – September there is occasionally a short line to get into placement testing. Data from a student satisfaction survey shows that 93% of students agreed or strongly agreed that the wait time for testing was reasonable.

95% of students agreed or strongly agreed that their questions about testing were clearly answered, and 89% of students surveyed agreed or strongly agreed that they would recommend the Testing Office to other Lane Students. Overall satisfaction of 84% who agreed or strongly agreed they received help from the Testing Office.

Demographic profile of individuals served

In comparing demographics of examinees seen in the Testing Office, as gathered by background questions in Accuplacer, they appear to roughly match those of the college in general, with the exception of gender. Students seen in the testing office are nearly evenly split between male and female.

Examinees seen in the Testing Office were largely white or Caucasian. Those indicating Native American, American Indian or Alaska native are up slightly from data gathered by IRAP in 2003 – 2004 (2.4%). Black or African American are also up slightly from 2003-2004 IRAP data (1.4%), while Hispanic, Mexican American, or Puerto Rican percentages appear to be lower than IRAP 2003-2004 data (8.6%). This may be skewed slightly because 2003-2004 IRAP figures do not report “unknown” ethnicity while Accuplacer data includes “other” and “no answer.”

Examinees seen in the Testing Office are predominately native English speakers, their mothers tend to be slightly more educated than fathers, a large majority have a high school diploma or a GED, and a early three quarters are requesting federal financial aid of some type.

Gender

Male	50.30%
Female	49.25%
No answer	0.45%

Race

Native American, American Indian, Alaska native	3.20%
Black or African American	2.57%
Mexican American	2.38%
Puerto Rican	0.19%
Other Hispanic Latin, Central American, or South American	2.36%
Asian or Pacific American	2.09%
White (non-Hispanic) or Caucasian	78.75%
Other	3.44%
No answer	5.03%

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Disability

None	87.79%
Hearing impairment	0.45%
Speech impairment.....	0.08%
Visual impairment	0.58%
Emotional or Psychological impairment.....	0.93%
Orthopedic impairment	0.32%
Learning impairment.....	3.88%
Other Health impairment	0.74%
No answer	5.23%

English First Language

Yes	96.42%
No.....	3.48%
Omit	0.11%

Parent's Educational Background

	<i>Father's Education</i>	<i>Mother's Education</i>
Grade school or less	2.95%	2.63%
Some high school.....	9.24%	7.94%
High School Diploma or equivalent	36.14%	29.18%
Business or trade school.....	3.24%	3.8%
Some college	21.22%	25.44%
Associate degree	4.75%	7.22%
Bachelor's degree.....	9.67%	10.99%
Some Graduate/professional school.....	1.38%	1.96%
Completed graduate/professional school	6.45%	6.96%
Omit	4.97%	3.88%

Student's current educational level

Has High school diploma or GED	86.33%
No High school diploma or GED.....	6.21%
Still in high school	6.27%
No answer	1.19%

Requesting Federal Financial Aid

Yes	72.44%
No.....	19.73%
No answer	7.83%

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VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	Counseling/Testing	11	7/1/2006	6/30/2007	High School Placement Testing	Testing Units - 2000 @ \$175 ea	\$3,500	N		X		X						X	
DK	Counseling/Testing	11	7/1/2006	6/30/2007	High School Placement Testing	staff time for training	\$1,346	R	X			X						X	
DK	Counseling/Testing	11	7/1/2006	6/30/2007	High School Placement Testing	Travel	\$504	R				X						X	
DK	Counseling/Testing	NR	7/1/2006	6/30/2007	Banner auto uploads for test scores	Banner Student Core Team personnel time & computer services time	\$0	N				X	X						
DK	Counseling/Testing	NR	7/1/2006	6/30/2007	Sustainability of Placement Test Costs	Banner Student Core Team, Enrollment Services, & Testing Office personnel time	\$0	N				X	X						
DK	Counseling/Testing	NR	7/1/2006	6/30/2007	SynchronEyes Software	Student Technology Fee Advisory Committee funding, Instructional Computing & Testing Office personnel time	\$1,900	N				X	X						
DK	Counseling/Testing	NR	7/1/2006	Ongoing	College Board Membership	College Board Dues	\$325	R				X	X						