

# Unit Planning for Student Services Counseling/Testing

## For 2007-2008 Implementation

### Preamble: Planning parameters at the Institutional level

#### Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100

### Section I: Data Elements (Distributed on September 13<sup>th</sup>)

*This section will be completed by Student Services Directors in Summer 2006 and will be distributed at fall in-service department meetings.*

	2003-04	2004-05	2005-06
<b>Unit Effectiveness</b>			
<b><u>Enhances Student Engagement</u></b>			
Number of service contacts (see table 1)	30782	26418	30284
Number of unduplicated participants	8679*	9581*	9644*
Demographics of individuals served	See table 2	See table 2	See table 2
Other evidence of enhancing engagement	See narrative	See narrative	See narrative
<b><u>Enhances Student Learning</u></b>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, <b>Support for Learners</b> )	Support for learners; see narrative	Support for learners; see narrative	Support for learners; see narrative
Enhanced student persistence			
Other learning enhancement data			
<b><u>Enhances Student Satisfaction</u></b>			
ACT student satisfaction data			
CCSSE satisfaction data			
Other evidence of enhancing satisfaction			
<b>Unit Efficiency</b>			
Faculty/Staff to student ratios relative to benchmarks			
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)	Minimal wait time, see narrative	Minimal wait time, see narrative	Minimal wait time, see narrative
Total general fund budget			
Budget from other sources (i.e., student fees, grants, etc)			
Other evidence of efficient use of resources			
<b>Unit Essentialness</b>			
Essential to completing a business process with students	see narrative	see narrative	see narrative
Essential to an effective educational experience	see narrative	see narrative	see narrative
Legally mandated	Ability To Benefit, see narrative	Ability To Benefit, see narrative	Ability To Benefit, see narrative
Other evidence of essential service			

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**Comments/Clarifications to Student Services data elements**

**1. Unit Effectiveness**

a. Engagement

The Office of Testing and Assessment is the second step in the enrollment process for a new student at Lane Community College. Often the Testing Office is the first personal contact a student has with any staff at Lane. While testing is sometimes a stressful situation, the Testing Office staff endeavors to make a student's first impression of the college a positive one, with friendly, courteous and informative service as they begin their college career. Placement testing initiates the process of transforming a student's life through learning by helping to insure that through appropriate course assignment, learning will be a stimulating and successful process by placing students into courses that are appropriate for their skill level ensuring they have the foundations for successful learning.

Students are placed into courses that are neither too difficult for them - which might result in dropping the class, or getting a poor grade, giving them a negative experience with that subject matter - nor courses that are too easy for them, thus stimulating and challenging them to do their best and learn at the pace that is appropriate for their learning style. The Testing Office encourages students to test at a level where they have a probability of success, asking questions about educational and academic background, goals and aspirations prior to setting up testing.

b. Learning

The Testing Office encourages students to review before testing and offers resources for test preparation such as the study tips on our web page, available on line and in hard copy versions. When necessary the Testing Office refers students to the Guided Studies Program, ABSE, the Math Resource Center, and tutoring services prior to and subsequent to testing.

In addition to the 30<sup>th</sup> Avenue campus, testing is offered at Cottage Grove, Florence, the Downtown Center, and a growing number of students take the placement tests at the in area high schools.

The Testing Office works closely with academic departments in determining appropriate tests unique a particular program, such as the HOBET test for health careers admissions, or the Skill Check tests for Business English courses.

The Testing Office promotes professional growth by offering certification tests for various professionals in programs offered at Lane and to outside organizations, i.e., exams for several departments to provide licensure or certification at the end of a program of learning, such as the Dental Assisting National Boards, and the FAA Airman Knowledge Tests.

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c. Satisfaction

In our annual exit survey of examinees, 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.

2. Unit Efficiency

The Testing Office offers essential services to student by providing placement testing required for enrollment in many courses, among them math, writing, many Advanced Technology, and science courses. Placement testing is also a best practice to ensure students are taking courses that are academically appropriate for their skill level.

There are generally has 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.

The Testing Office is a member of the National College Testing Association and abides by the standards and guidelines established by the association. The Testing Office is also a member of the Consortium of College Testing Centers and provides proctoring services, consulting, and advice to other members of the consortium. We provide testing facilities and staffing to proctor tests for other colleges, administer distance-learning exams, and administer professional credentialing examinations

3. Unit Essentialness

The “Ability to Benefit” testing done in the Testing Office is legally mandated by the Department of Education. This test satisfies the requirement for those students without a high school diploma or a GED seeking financial aid.

The Testing Office provides a best practice of administering placement tests for enrollment into entry level course work, and routing students who need remediation into appropriate developmental course work.

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Table 1  
**TEST TOTALS BY YEAR**

TESTING PROGRAM	2003-2004	2004-2005	2005-2006
Accuplacer Reading	4365	4426	4461
Accuplacer Writing	3925	3940	3777
Accuplacer Arithmetic	208	187	234
DTLS Reading (paper test)	618	744	669
DTLS Reading retest	181	443	352
DTLS Writing (paper test)	467	585	607
DTLS Writing retest	46	159	176
Math Test (paper)	632	804	802
Math Retest (paper)	119	226	171
Math Test (computer)	5906	6820	7040
Math Retest (computer)	194	226	388
College Level Math	269	249	238
College Level Math Retest	25	25	61
Elementary Math	21	discontinued	0
Elementary Math Retest	1	discontinued	0
DTLS-L Reading	373	110	discontinued
MAT 8 Science	349	110	discontinued
HOBET	NA	NA	77
BT-180	48	77	59
Strong Interest Inventory	211	649	690
Myers-Briggs Type Indicator	325	617	1065
Career Assessment Invtry.	8	3	1
Campbell Interest Inventory	2	3	6
GED	1237	1308	1222
FAA	223	160	154
CIT	34	0	0
Proctored Tests	412	240	188
Phone Calls	6438	4996	3791
Personal Visits	4332	4245	3798
Fax	38	10	157
<b>Totals</b>	<b>30787</b>	<b>26418</b>	<b>30284</b>

\*Number of unduplicated participants is difficult to establish, as many students take more than one test (reading, writing & math) and some repeat the testing to achieve higher scores. The unduplicated participant number was estimated by summing the totals for exams that were most likely taken by a unique audience, i.e. math tests (paper/pencil and computer based, not counting retests), GED, FAA, and proctored exams. This number represents the minimum number of individuals served.

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## 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.

Students seen in the testing office are nearly evenly split between male and female, with some minor fluctuation year to year.

<i>Gender</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
Male	47.00%	50.30%	48.59%
Female	52.34%	49.25%	50.89%
No answer	0.65%	0.45%	0.53%

Examinees seen in the Testing Office were largely white or Caucasian. Those indicating Black or African American have steadily increased in the past two years, while those indicating a Mexican American or Hispanic background are also on the increase.

<i>Self Description</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
Native American, American Indian, Alaska native	2.55%	3.20%	2.76%
Black or African American	1.43%	2.57%	2.87%
Mexican American	1.65%	2.38%	2.53%
Puerto Rican	0.27%	0.19%	0.19%
Other Hispanic Latin, Central American, or South American	2.36%	2.36%	2.70%
Asian or Pacific American	3.29%	2.09%	2.28%
White (non-Hispanic) or Caucasian	79.83%	78.75%	78.82%
Other	2.76%	3.44%	3.08%
No answer	5.84%	5.03%	4.77%

Students reporting a disability have remained fairly constant over the past three years. The Testing office works closely with Disability Services to provide an optimum testing environment for those who need accommodations.

<i>Self reported disability</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
None	86.83%	87.79%	88.01%
Hearing impairment	0.59%	0.45%	0.49%
Speech impairment	0.17%	0.08%	0.09%
Visual impairment	0.84%	0.58%	0.74%
Emotional or Psychological	1.42%	0.93%	1.25%
Orthopedic impairment	0.38%	0.32%	0.38%
Learning impairment	3.60%	3.88%	3.87%
Other Health impairment	0.67%	0.74%	0.74%
No answer	5.52%	5.23%	4.42%

Examinees answering the Accuplacer background questions are predominately native English speakers, and the percentage of non-native English speakers is slowly decreasing.

<i>English First Language</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
Yes	95.86%	96.42%	96.70%
No	3.81%	3.48%	3.19%
Omit	0.33%	0.11%	0.11%

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LCC students with a high school diploma or a GED are on the increase, and fewer are enrolling without a GED or high school diploma each year for the past three years.

<i>Student's current educational level</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
Has High school diploma or GED	83.15%	86.33%	86.90%
No High school diploma or GED	7.93%	6.21%	6.21%
Still in high school	7.89%	6.27%	5.83%
No answer	1.03%	1.19%	1.06%

The percentage of students reporting that they are requesting federal financial aid of some type is slowly decreasing.

<i>Requesting Federal Financial Aid</i>	<i>03-04</i>	<i>04-05</i>	<i>05-06</i>
Yes	74.36%	72.44%	71.12%
No	18.87%	19.73%	20.07%
No answer	6.77%	7.83%	8.80%

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### **Section II: Program Analysis (Discussed September 13<sup>th</sup>)**

*This section will be compiled by Student Services Directors in Summer 2006 and will be distributed for discussion at fall in-service department meetings.*

*Key Question: Please review the planning initiatives that were identified in your 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 your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?**

Assistive technology for students with disabilities – The Testing Office purchased and installed a networked version of Zoom Text for use by students with visual impairments. This software is available from any computer in the testing labs 116A & 116B.

Check in system – The Testing Office is using SARS Grid to check in students and make reservations for proctored testing and special exams. This system allows us to more effectively use the resources we have by not over booking the test labs during periods of high demand and tracking testing.

Uploading test scores to banner – The Testing Office is moving ahead with automatic score upload from placement testing. Using applets from Accuplacer in conjunction with Banner modules, scores from the reading comprehension and sentence skills test will be automatically uploaded to SOATEST providing more timely and accurate score entry.

Testing Fee payment – The Testing Office worked with Enrollment Services to structure a "first time credit enrollment fee." This fee is incurred the first time a new student enrolls in a credit class and is used to pay for placement testing and graduation fees.

More comfortable furniture -The Testing Office worked with Facilities to provide more appropriate furniture in the GED testing room (Center 12) so students taking tests can be physically comfortable. This replaced the old furniture that was not appropriate for many people as it was too small and constricting.

LanSchool remote computer monitoring – This program was installed by Computer Services to allow us to monitor students in the testing labs from our workstations. It allows us to set up tests, view the students progress, and shut down the computers without entering the test labs.

High School Placement testing – The program to administer placement testing in the area high schools is expanding. Testing Office staff train individuals in the high schools to administer the exams, and high school personnel administer the tests. This allows more flexibility for the student to take the placement tests in an

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atmosphere where they are more comfortable and familiar, allowing them to test with less anxiety.

College Board Membership – Lane Community College joined the College Board which produces savings on the purchase of testing units for placement testing and allows us to use other resources provided by the College Board, such as workshops, enrollment survey data, and networking with other colleges.

HOBET Test – This is a new exam for the Testing Office to help screen applicants to the Dental Hygiene program. It was chosen after reviewing several exams in common use at other programs in similar institutions.

SkillCheck Test – This is a new exam for the Testing Office. It was chosen in consultation with the instructor of the Business English classes after reviewing several tests to determine student's readiness for advanced Business English classes.

Writing 121 Wavier Exam – This test, given in conjunction with the Composition Department, allows students proficient in basic writing skills, to enroll into WR122, bypassing WR121.

Testing for outside agencies – Castle World Wide testing for various health careers certification; Oregon Tax Preparers Exam continues to grow; Oregon Building Codes Division certification testing is new to LCC; these exams were added to our current list of tests for outside agencies.

**2. How efficiently did you use the resources you were given?**

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2005-2006?

The Testing Office uses its computer labs effectively given the nature of walk in-on demand testing. During peak periods of placement testing prior to fall term, every station was full. During slack periods the testing labs are used for other testing programs, helping to generate income for the Testing Office. Consumable resources (pencils, paper, toner, etc.) are kept to a minimum through recycling efforts. Turning off half the office lights and un-needed computers also helps to save electricity.

**3. How well are you utilizing current technology?**

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2005-2006?

The Testing Office uses a "best in class" placement test, Accuplacer, from the College Board. A nationally recognized placement tool, used by hundreds of two and four year schools, it is undergoing redevelopment to better serve the needs of students and the college. Testing Office staff will attend a full day workshop to learn how to use the new test and update test branching profiles,



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placement rules, and establish multiple accounts to track testing at various test sites.

**4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?**

An essential strength is the staff commitment to the welfare and success of students and potential students. Computer programs are updated frequently with new software and testing programs.

The Testing Office has a 24 hour turnaround for scanning of item analysis and Strong Interest Inventories.

The GED program is in compliance with state and national standards. Staff scored highly on the annual GED Examiners training exam. Testing Office staff attend the annual state GED conference and participate actively in the state GED list serve. Improvements include stricter security for storage of testing materials and student records, testing rooms in compliance with GED standards, and better documentation and tracking of test book usage. GED test registration continues to improve with changes to our scheduling, improving accuracy and providing a more efficient use of staff time. GED online registration is now in use, Lane being one of the first test sites in the state to take advantage of this new process.

FAA testing has continued to improve with updates to the test drivers that facilitate a more stable platform for delivery of this test program. The scheduling system interface with the test vendor has improved, allowing the Testing Office to see in advance what tests are scheduled by date and time. The annual inspection from the FAA regional office again gave us high marks as a very active test center in full compliance with best standards and practices.

Distance testing for other institutions continues to be highly active, and the Testing Office adapts to the wide variety of software programs used by other schools to deliver exams on line.

**5. Overall, what challenges do you believe your unit faced in 2005-2006?**

Maintaining staffing during peak periods has been a major challenge in the past year. The reduction of staff by the retirement of a full time staff member was a major challenge, and part time help was used to back fill for this position during our peak testing period. Our part time staff has been reduced by attrition – from five to two - and we attempt to use this part time staff efficiently during our peak times. Keeping staff trained in the various testing programs is a continual assignment. Full time staff often train the part time staff in new programs, offering assistance when they are uncertain of new procedures.

**6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?**

The Testing Office continues to serve the college and students in a cost effective manner. Filling in the slack times with other exam programs that generate revenue for the college has been a part of

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our vision for the past several years. While this is a slow process to build capacity for other exams, with some competition from the University of Oregon and commercial test vendors (Sylvan, Thomson, Prometric) we are continuing to explore test programs that both benefit our students and generate income.