

# Testing Unit Plan:

## A Unit of the Counseling Department

(For 2008-2009 Implementation)

### Section 1: Data Elements

	2004-05	2005-06	2006-07
<b>Unit Effectiveness</b>			
<b><u>Enhances Student Engagement</u></b>			
Number of service contacts	26418	30284	29078
Number of unduplicated participants	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, Support for Learners)	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			

\*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.

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

**For 2008-2009 Implementation**

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 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.

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.

### *Unit Planning for Student Services*

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.

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.

*Unit Planning for Student Services*

Table 1

**TEST TOTALS BY YEAR**

<b>TESTING PROGRAM</b>	<b>2004-2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>
Accuplacer Reading	4426	4461	4489
Accuplacer Writing	3940	3777	4039
Accuplacer Arithmetic	187	234	253
DTLS Reading (paper test)	744	669	537
DTLS Reading retest	443	352	369
DTLS Writing (paper test)	585	607	435
DTLS Writing retest	159	176	175
Math Test (paper)	804	802	483
Math Retest (paper)	226	171	149
Math Test (computer)	6820	7040	7460
Math Retest (computer)	226	388	93
College Level Math	249	238	Combined above
College Level Math Retest	25	61	Combined above
Elementary Math	discontinued	0	discontinued
Elementary Math Retest	discontinued	0	discontinued
DTLS-L Reading	110	discontinued	discontinued
MAT 8 Science	110	discontinued	discontinued
HOBET	NA	77	87
BT-180	77	59	3
Strong Interest Inventory	649	690	281
Myers-Briggs Type Indicator	617	1065	1283
Career Assessment Invtry.	3	1	15
Campbell Interest Inventory	3	6	2
GED	1308	1222	1075
FAA	160	154	114
CIT	0	0	0
Proctored Tests	240	188	193
Phone Calls	4996	3791	3638
Personal Visits	4245	3798	3680
Fax	10	157	102
Building L#	NA	NA	126
<b>Totals</b>	<b>26418</b>	<b>30284</b>	<b>29081</b>

## Unit Planning for Student Services

### 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>04-05</i>	<i>05-06</i>	<i>06-07</i>
Male	50.30%	48.59%	49.32%
Female	49.25%	50.89%	50.11%
No answer	0.45%	0.53%	.57%

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 Discription</i>	<i>04-05</i>	<i>05-06</i>	<i>06-07</i>
Native American, American Indian, Alaska native	3.20%	2.76%	3.29%
Black or African American	2.57%	2.87%	2.56%
Mexican American	2.38%	2.53%	3.06%
Puerto Rican	0.19%	0.19%	.18%
Other Hispanic Latin, Central American, or South American	2.36%	2.70%	3.04%
Asian or Pacific American	2.09%	2.28%	3.65%
White (non-Hispanic) or Caucasian	78.75%	78.82%	75.21%
Other	3.44%	3.08%	3.51%
No answer	5.03%	4.77%	5.50%

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>04-05</i>	<i>05-06</i>	<i>06-07</i>
None	87.79%	88.01%	88.16%
Hearing impairment	0.45%	0.49%	.51%
Speech impairment	0.08%	0.09%	.12%
Visual impairment	0.58%	0.74%	1.26%
Emotional or Psychological	0.93%	1.25%	1.22%
Orthopedic impairment	0.32%	0.38%	.22%
Learning impairment	3.88%	3.87%	3.85%
Other Health impairment	0.74%	0.74%	.73%
No answer	5.23%	4.42%	3.93%

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>04-05</i>	<i>05-06</i>	<i>06-07</i>
Yes	96.42%	96.70%	95.18%
No	3.48%	3.19%	4.48%
Omit	0.11%	0.11%	.35%

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.

## Unit Planning for Student Services

### *Student's current educational level*

	04-05	05-06	06-07
Has High school diploma or GED	86.33%	86.90%	82.91%
No High school diploma or GED	6.21%	6.21%	7.20%
Still in high school	6.27%	5.83%	8.48%
No answer	1.19%	1.06%	1.40%

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

### *Requesting Federal Financial Aid*

	04-05	05-06	06-07
Yes	72.44%	71.12%	68.22%
No	19.73%	20.07%	21.30%
No answer	7.83%	8.80%	10.48%

## Section III: Planning for Efficiencies, Productivity and Revenue Enhancements:

(For 2008-2009 Implementation)

### **1. Efficiencies and Productivity:**

- a) Use SARS-GRID software to allow students to make testing appointments for Placement and GED tests.

Impact: Streamlines workload processes, allowing for more staff efficiency; Eliminates “walk-in” testing.

Consequences: Students can plan testing times, allowing them to plan their daily schedule more efficiently; students no longer experience the “hit and miss” approach of getting tested for placement tests and GED; Promotes student success.

Comments: Some of this system is being implemented in 07-08.

### **2. Revenue Enhancements: (Include impact, consequences, and comments)**