Unit Planning during 2010/2011
(For 2011-2012 Implementation)
Counseling Department: **Testing Office**

Section II: Data Elements to Inform Planning.

OPTIONAL DEPARTMENT/DIVISION SPECIFIC DATA ELEMENTS

DATA ELEMENTS FOR STUDENT
AFFAIRS/STUDENT LEARNING

Enhances Student Engagement	**07/08**	**08/09**	**09/10**
Number of service contacts*	29,118	34,615	48,163
Number of unduplicated participants	**	**	**
Demographics of individuals served	LCC Demographics	LCC Demographics	LCC Demographics
Other evidence of enhancing engagement	See narrative	See narrative	See narrative

*Includes individual email, phone, in-person contacts as well as the total numbers of tests given for Reading, Sentence, Math test, Arithmetic (Ability to Benefit), GED Tests, Hobet test, FAA, and BT-180.

**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.

Narrative:
The Testing Office supports 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, receiving a poor grade, or giving them a negative experience with that subject matter) nor too easy for them, 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 by asking questions about educational and academic background, goals and aspirations prior to testing.

An increasing number of high school students are being tested in their schools by trained high school staff. The results of these tests allow the students and districts, both, to adjust their academic efforts and curriculum as needed for future success.

Enhances Student Learning			
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

Narrative:
The Testing Office encourages students to review content before testing and offers resources for test preparation such as the study tips on the web page, available on line and in hard copy versions. When necessary the Testing Office refers students to the Guided Studies Program, the Math Resource Center, and tutoring services prior to and subsequent to testing. In addition to the 30th Avenue campus, testing is offered at Cottage Grove and Florence, 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 to 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 enrolled in programs offered at Lane, and to outside organizations, i.e., exams are offered for several departments to provide licensure or certification at the end of a program of learning, such as the Dental Assisting National Board exams, and the FAA Airman Knowledge tests.

DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING

	07/08	08/09	09/10
Unit Efficiency			
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

Narrative:
There are no wait lists for placement testing. Students are now directed to make online appointments. At the beginning of each term, there are times where appointments fill and the Testing Office staff has been able to adjust to the demand by adding more testing slots into the appointment system. As enrollment increases, there will be more pressure and less opportunity to successfully meet placement testing demands during these peak times. Data from a student satisfaction survey shows that 93% of students agreed or strongly agreed that the wait time for testing was reasonable.

Unit Essentialness			
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

Narrative:
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.

Section III: Unit Planning Goals /Initiatives (by Division)
List 08/09 and 09/10 goals for the division as needed. Please note that you already have 08/09 planning goals/ data from last year, so bring forward as appropriate. Use data elements to inform goals.

LIST GOAL-------------	ACTIVITIES------------	TIMELINE--------------	BUDGET IMPACT----
Increase all testing capacity	Replace two of three full time staff who retired.	In progress	None