# Non-Instructional Annual Review
## Testing

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, and CS 3.5.1, CR 3.9.2, CR 3.13.3, and FR 4.5

## Purpose

Amarillo College non-instructional areas consistently review data and strive for improvement. The purpose of this review is to demonstrate how AC non-instructional areas support AC's mission by "…*enriching the lives of our students and our community.*"

On an annual basis, the Program Review process will capture a holistic snapshot of strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences. If available, you may also provide a link to other documentation that answers each question.**

### I: Identification

1. **Department Title:**

   Director of Testing Services

2. **Department Purpose Statement:**

   Testing Services supports instruction, academic planning, and the community by providing various assessment services for students, prospective students and members of the community.

3. **Department Review Year (i.e. Most Recent Academic Year)**

   2013-2014

4. **Date of Submission:**

   7/28/14

5. **Lead Person Responsible for this Department Review:**

   Name: Amber Brookshire
   Title:   Director of Testing
   E-mail: ahbrookshire@actx.edu
   Phone Number: 806-371-5452

6. **Additional Individuals (Name and Title) Responsible for Completing this Department Review:**

AC staff/administrators collect and evaluate data related to people served.

1. What significant AC, state, federal, or other reports do you complete on an annual basis <u>and/or</u> what significant quantitative data do you collect or review on an annual basis? (Please provide links to data/report information or a succinct summary of your data findings.)

> Monthly departmental reports.
> Sample Report
>
> Attachment - CLEP Trend - Testing Servi

2. Based on the past year's data (referenced in Question #1), please evaluate your data and/or department.
   (Place an 'X' in each text box that corresponds to your evaluation. You may delete or add rows.)

| Data Reported/Collected (Include Most Important Data) | Needs Improvement | Meets Standards | Exceeds Standards |
|---|---|---|---|
| 1.TSI Test Administration | X | | |
| 2.CLEP Test Administration | X | | |
| 3.GED Test Administration | | X | |
| 4.Administer Instructional Exams | | X | |

3. (If applicable) If any area "Needs Improvement," please explain why (i.e. Analysis).

> TSI Test Administration – Currently, the testing center only offers the TSI Monday – Thursday at 8:30 AM and 1:00 PM. Due to the extended length of time this exam takes in comparison to the previous placement exam, ACCUPLACER, we are unable to offer the 3:00 time slot, thus loosing testing opportunities.
>
> CLEP Test Administration – While the amount of CLEP testing has increased, we recognize there is possibly a bigger market with veteran students that needs to be tapped into.

4. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

> TSI Administration – Offer TSI exam testing on Fridays and add more computers to the testing center so that more appointment slots can be offered.
> CLEP Test Administration – work with the Veteran Affairs representative in the registrar's office to communicate the advantages VA students have (i.e. CLEP fee waived for first attempts on each subject).

### *III: Existing Data (Based on Surveys, Focus Groups, and Interviews)*

In this section, provide examples of ways you used survey data or qualitative research (interviews, focus groups, etc.) to make decisions.

**PART A:**

1. Over the past year, did your area collect and/or review any survey data or qualitative (focus group, interview, etc.) information?
   (Place an 'X' in the text box that corresponds to your response.)

| Yes<br>(If Yes, Proceed to PART A, Question #2) | No<br>(If No, Proceed to PART B) |
|---|---|
|  | X |

2. Summarize the most important information that was collected and/or reviewed <u>and</u> the results.

|  |
|---|
|  |

3. (If applicable) Based on the data above, what changes do you recommend (i.e. Action Plan)?

|  |
|---|
|  |

**PART B:**

Additional Comments Related to Surveys and Qualitative Research (Not Required):

| N/A |
|---|
|  |

PART A –No Excuses:

Each department is expected to support student success initiatives.

1. List 1 or more ways your department <u>most</u> focuses on any of the No Excuses goals/initiatives.

> 1. Hosted an area wide GED graduation ceremony for students from San Jacinto Elementary School, North Heights High School, Region 16 and Amarillo College.
> 2. Persistence from term to term and year to year by provide an appropriate testing accommodations for students with disabilities.

2. Are there any changes your department has made over this past year to remove barriers to students and further the No Excuses goals <u>OR</u> to move the needle toward fulfillment of the No Excuses goals?

> ➢ If so, please explain.
> ➢ If not, but you plan to make changes that aid students success, please provide a few sentences explaining how you can better support No Excuses.

> 1. Successfully transitioned from former director to the new director of testing services.
> 2. Successfully refilled a position held by an employee that was here for 24 years.
> 3. Successfully converted to the newest computer based testing for GED and CLEP.

PART B –Institutional Outcomes:

Each department is expected to provide quality student, customer, and/or client services.

1. For this review year, what is/were your department's <u>most important</u> goals (i.e. broad things you would like to accomplish)?

> 1. Acquire six more computers to provide more testing opportunities for prospective and current students.
> 2. Create a more user friendly website.
> 3. Increase the number of CLEP Exams that are administered by the Testing Center.

2. For this review year, what is/were your department's <u>most important</u> outcome/s that can be specifically measured and help you achieve your goals? Provide examples of 1-3 outcomes. (An outcome provides observable evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

> By promoting the benefits of CLEP in the following ways, testing services will show a 5% increase in the number of examinees taking CLEP exams:
> 1. Updating and reminding Advisors to talk to each student about CLEP opportunities
> 2. Speaking with Division Heads to incorporate more acceptable CLEP exams.

3. How does your department assess the above outcome/s? What were the results of your outcome assessment? What do your results tell you?

> 74 (FY13) to 129 (FY14) = 74%
>
> CLEP test completed in the Testing Center are continually being tracked. Month to month and year to year comparisons are maintained and displayed on a excel spreadsheet (see attachment) and reported every month. The report shows that there has been a 74% increase from June 2013 to June 2014.

Attachment - CLEP
Trend - Testing Servi

4. **What change/s has your department made in the past year or do you plan to make based on your assessment of any outcome?**

The role of "CLEP Coordinator" was switched to from one of the Testing Assistants to the new full time Testing Specialist. This employee will continue to work with the advisors and faculty and other potential areas that work with students that could benefit from CLEP.

**PART C –Strategic Planning:**

Each department is expected to support AC's Strategic Planning initiatives.

1. **Identify at least one strategy or task from the Strategic Plan your area currently addresses/evaluates.**

1. Ensure Student Access – Explore expansion of services and offerings.
2. Ensure the College's Future – Match demand for services of student and academic support with space requirements and technology expectations.

2. **(If applicable) What additional item/s should AC's Strategic Plan address?**

N/A

**PART D – Core Objectives (CR 2.10):**

SACSOC guidelines require non-instructional areas to provide student support programs, services, and activities that are consistent with its mission and that promote student learning and enhance the development of its students.

At Amarillo College, a component of student learning is found present in the existence of AC's General Education Competencies. Due to recent mandate changes set forth by the Texas Higher Education Coordinating Board (THECB), AC has adopted the following General Education Competencies: Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility.

Although these competencies obviously relate to academia, many non-instructional areas also support some or all of these objectives.

Some Examples of Ways Non-Instructional Areas Can Support Student Learning:

Personal Responsibility:  Any service that provides materials/information related to financial literacy, life planning, etc. to students could relate to personal responsibility. Also any measure of student personal responsibility (e.g. percent of students not dropped for non-pay, percent of students who pay their rent to AC housing on time, etc.) relates to this topic.

Social Responsibility: If students are able to serve or learn about ways to serve their community or world, this could relate to social responsibility.

Communication, Critical Thinking, and Empirical and Quantitative Skills: If a department teaches a skill/topic within the classroom or through a published document geared toward students, this skill/topic could relate to communication, critical thinking, or any of the other objectives—

depending on the skill/topic being taught.
Teamwork: Any student organization/framework where students must work successfully within a group could equate to teamwork.

1. Does your area work (in-person, through publications, or through some other means) with students to learn/accomplish any of the following objectives?

| Objective | Yes (If Yes to Any Area, Respond and Proceed to Part D, Question #2) | No (If No to All Areas, Proceed to Part D, Question #3) |
|---|---|---|
| Communication Skills | | X |
| Critical Thinking Skills | | X |
| Empirical & Quantitative Skills | | X |
| Teamwork | | X |
| Personal Responsibility | | X |
| Social Responsibility | | X |

2. For each objective that received a "Yes" response, provide a bulleted list identifying how your department addresses each particular objective with AC students, any assessments related to your objective (if applicable), and any results related to your assessment (if applicable).

   ➢ Assessments can be indirect (e.g. surveys, focus groups, etc.) or direct.

3. Please indicate (place an X in the corresponding box/es) the mode of delivery by which you offer any support programs, services, and activities, to students.

| In Person | Web | Phone | E-mail | Live Chat |
|---|---|---|---|---|
| X | | X | X | |

4. Do you have plans to expand your learning objectives and/or modes of delivery? If so, how do you plan to expand these objectives/delivery modes? If not, why not?

   Not at this time.

Amarillo College's non-instructional areas consistently have procedures in place that promote student confidentiality, staff efficiency, student success, and accountability.

Each non-instructional area will respond to the Core 5 (first 5) "Policies and Procedures" questions if they are pertinent to their area. If a department has additional questions they would like to include for accountability or some other purpose, they will also include those questions on this section of the form.

1. Please explain how your area supports the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data (CR 3.9.2)

   [ ]

2. How do you ensure that all of your employees are aware of student complaint procedures and that the procedures are handled in a way that is in accordance with the institutional policy of complaint procedures being reasonable, fairly administered, and well-publicized (CR 3.13.3)?

   [ ]

3. Has your area made any departmental changes based on student complaints? If so, what changes did you make (FR 4.5)?

   [ ]

4. Have you addressed any local, state, audit, or federal compliance issues that have caused you to make an adjustment to your department and/or a policy change? If so, please explain.

   [ ]

5. Have you made any changes to your department's policy or procedures over the past year that are otherwise not addressed in this review? If so, please explain.

   [ ]

## VI: Conclusions

1. What is the biggest issue/obstacle that your department currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   1. Due to lack of secure storage, there is consistent theft of student's personal belonging such as cell phones and wallets.
   2. Continued implementation of TSI rules. Often changes and updates are not effectively communicated within the college.
   3. Due to some high schools providing the TSI on their own platform, it has been challenging gaining access to prospective students' scores for dual credit and enrollment purposes.

2. Additional Comments Pertinent to this Annual Review Evaluation (Not Required):

   [ ]