**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:**

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| Testing Services |

1. **Department Purpose Statement:**

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

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

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| 2014-2015 |

1. **Date of Submission:**

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| 7/21/15 |

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

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

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

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II: Existing Data (Not Survey, Focus Groups, and/or Interviews)

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   
   and/or 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.)**

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| Monthly departmental reports. These reports provide data for testing trends including TSI, GED, Instructional exams, CLEP, and state/national licensure certificate exams administered in the testing center. |

1. **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.)**

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| **Data Reported/Collected**  **(Include Most Important Data)** | **Needs Improvement** | **Meets Standards** | **Exceeds Standards** |
| 1. TSI Test Administration | X |  |  |
| 2.CLEP Test Administration | X |  |  |
| 3.Administer Instructional Exams |  | X |  |
| 4. Administer State/National Licensure Exams | X |  |  |
| 5. GED Test Administration |  | X |  |

1. **(If applicable) If any area “Needs Improvement,” please explain why (i.e. Analysis).**

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| 1. TSI Test Administration – Over the 2014-2015 academic year, the testing center made a significant improvement by opening up TSI testing appointments on Fridays. This now provides the possibility to administer an additional 240 full (all three subjects) TSI exams during regular operating months. However, the latest appointment time for full exams is 1:00 PM and for single subjects it’s 3:00 PM, Monday – Friday. These are challenging appointment times for prospective students that work the typical 8:00 – 5:00 shift. 2. CLEP Test Administration – Even with the attempt to promote CLEP more with veterans (they can receive payment reimbursement through the VA), the CLEP examinee numbers dropped by 20 participants (approximately 15%) from this time last year. 3. Administer State/National Licensure Exams – The testing center offers licensure certification exams for the following programs: Fire Protection, Paralegal Studies, Surgical Technology, and Nuclear Medicine Technician. However, due to limited software, very little data has been collected to track students graduating from these programs and obtaining their state/national licenses through the testing center. |

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

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| 1. For TSI test administration improvement, the testing center will reevaluate the daily availability of single subject exams. Currently, single subject exams are offered at 8:30 AM, 10:30 AM, 1:00 PM, and 3:00 PM. With examinees taking an average of 2 hours per subject, a 5:00 PM appointment might be manageable to administer as well. 2. CLEP Test Administration – A new communication plan will be created and put in place by the new CLEP Coordinator, Jenna Welch. This will include actively identifying potential CLEP candidates through TSI scores, working with area high school counselors to promote CLEP with dual credit and AP teachers. In addition, Jenna will meet with AC’s academic advisors and train them on how they can promote CLEP with their students. And finally, the testing center will waive the $25 administration fee for all current Amarillo College students. This will bring the cost down to $80 for AC students. 3. Administer State/National Exams – The testing center will put into place a manual record keeping system to keep track of these targeted students. Testing Services can also improve by offering the NALA certification exam more than once a year for paralegal graduates. The NALA Paralegal Organization allows higher education institutions to administer the paralegal certification exam three times a year; January, May, and September. Finally, the Testing Center will work with the Health Sciences department to see if there are other exams the testing can administer for students graduating from those programs. |

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.)**

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| **Yes (If Yes, Proceed to PART A, Question #2)** | **No (If No, Proceed to PART B)** |
|  | X |

1. **Summarize the most important information that was collected and/or reviewed and the results.**

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

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PART B:

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

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| N/A |

IV: Institutional Initiatives

PART A –No Excuses:

Each department is expected to support student success initiatives.

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

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| 1. No Excuses Goal #4: Persistence from Term to Term and Year to Year. The Testing Center continuously provides appropriate testing accommodations for students with disabilities. 2. No Excuses Goal #5: Attainment of Credentials (Degree, Certificate, or Transfer). The Testing Center will continue to administer state and national certifications for the Paralegal, Surgical Technology, Nuclear Medicine Technology, and Fire Protection programs. Please see Addendum 1, Exams by Graduates, attached to this report. |

1. **Are there any changes your department has made over this past year to remove   
   barriers to students and further the No Excuses goals OR 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.**

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| 1. The Testing Center offered the NALA Certification Exam for the first time in about 3 years. All four examinees were graduates from Amarillo College’s Paralegal Studies program. 2. The Testing Center began offering Friday appointments for the TSI Assessment Exam. As stated before, this now provides the possibility to administer an additional 240 full (all three subjects) TSI exams during regular operating months. 3. The Testing Center collaborated with the math department in identifying potential candidates for Rapid Reviews and Save A Semester sessions. The Testing Center provided regular reports to the math department providing information regarding math TSI scores. From the report (which included name, birthdate, phone number, date of exam, TSI Placement Score, and any diagnostic scores), the math department was then able to contact students and offer the appropriate intervention before the student started classes. In addition, the report was able to show how examinees placed after they attended either the Save A Semester or Rapid Review sessions. |

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 most important goals (i.e. broad things you would like to accomplish)?**

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| 1. Improve Pre-Assessment Activity for students needing to take TSI exam 2. Remove enrollment process roadblocks for prospective students 3. Ensure customer satisfaction |

1. **For this review year, what is/were your department’s most important 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.)

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| SAMPLE OUTCOME STATEMENTS   1. After reviewing the current TSI pre-assessment activity, the testing center staff will adjust the exam to ensure all students take a test that….ensures more college readiness by better aligning the pre-assessment activity with state testing requirements, provides more guidance to students as they prepare to test, or what changes specifically did you want/need to make to ensure your goal was met?   2a. After reviewing and responding to student testing needs, at least 100? more  students will test in expanded days/hours as evaluated by our testing reports.  2b. After reviewing and responding to our student testing needs, more   students than the previous year will be able to test in peak periods via expanded  testing opportunities as evaluated by our testing reports.  3. After receiving a service, students will indicate customer satisfaction by evaluating  the testing center as “meets satisfaction” in all survey categories. |

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

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| 1. As of last year, what changes did you make to work toward this pre-assessment activity outcome? Did you begin to look at the questions, structure, etc.? Did you actually make any changes? Are you satisfied? If not, did you schedule the time when you will work toward this outcome and if so, when is that time?   2a.  The Testing Center opened up Friday appointments for TSI testing. The Testing Center keeps track of examinees via our appointment manager software.   * From September 1, 2014 to July, 17, 2015, the testing center administered 408 TSI exams on just Fridays.   Expanding the TSI testing opportunities to Fridays was a success and served many students that would not otherwise have been served.  2b.  The Testing Center borrowed laptops from the math department to accommodate overflow during the highest peak registration period before fall semester started.  Due to all the available computers being reserved for TSI testing the week before school started for the fall 2014 semester, the Testing Center provided an additional 55 TSI exams on laptops borrowed from the math department.  Expanding the TSI testing opportunities by providing borrowed laptops was a success and served 55 students that would not otherwise have been accommodated in a previous year.  3. As of last year, had you begun to discuss what questions you might include; scheduled an appointment to do so, etc.? |

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

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| This review year, the Testing Center updated and improved the required Pre-Assessment Activity for students needing to take the TSI exam. We also continue to provide the best available service for testing, particularly with TSI exams, so that prospective students do not hit roadblocks in the enrollment process.  Moving forward, as the fall semester gets closer, TSI exams will continue to be offered on Friday’s. Also TSI exams will available on a walk in basis, in addition to appointments, if time allows. |

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.**

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| 1. Ensure Student Access – Explore expansion of services and offerings. 2. Ensure the College’s Future – Adjust existing personnel resources to match the College’s priorities. |

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

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| 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?**

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| **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 |
| Note: May Insert other Objective/s |  | X |

1. **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](http://www.actx.edu/iea/filecabinet/425).

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1. **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.**

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

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| Not at this time. |

V: Policies and Procedures

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)**

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| The Testing Center has created a “Release of Test Scores” form that is available through the Testing Center website, [www.actx.edu/testing](http://www.actx.edu/testing).  This forms must be completed and signed in order for test scores to be released to another individual or higher education institution.  When the examinee is picking up a copy of their scores, they must always present a valid photo ID. Test scores are never released over the phone, unless it is another employee at Amarillo College. |

1. **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)?**

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| As Director of Testing, I invite key personnel to attend monthly staff meetings to provide information and updates at a minimum of once a year. For example, Diane Brice, Registrar, will attend one our staff meetings to talk about FERPA rules and guidelines. |

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

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| N/A |

1. **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.**

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| N/A |

1. **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.**

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| N/A |

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.**

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| The biggest challenge for the testing center is projecting an accurate budget for both income and expenses. Due to the fact that there are several dependent variables that effect the budget in both areas, the budget is constantly a moving target. These variables include some of the following:   1. High schools establishing their own testing platform and therefore not using our test units. These are units I have to buy in advance based on if they are currently on our testing platform. 2. The THECB decided in the summer that it is mandatory for all upcoming juniors must take the TSI assessment exam unless exempt. This then requires the purchases of thousands of extra units that was not projected when the yearly budget was due. 3. The AEL Grant projected hundreds of GED candidates would be taking the GED, and the results were actually very minimal. This strongly effected the projected income analysis.   As a result, a more detailed budget report will be created and maintained all year to more correctly display income and expenses. |

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

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