1.A.

Description of Program Services
Brief description of services/activities provided by department, including department’s mission statement.

Description of Program Services
Brief description of services/activities provided by department, including department’s mission statement.

HSU Testing Center Mission Statement
The mission of the Test Offices is to provide professional service in three general areas:
1. Testing and assessment
2. Research and evaluation
3. Psychometrics and measurement

The Testing Center has the mandated responsibility within the CSU system for coordinating and administering the major standardized testing programs for our campus. These programs, and their corresponding principle support activities, are outlined below.

1. Testing and Assessment
   A. Program Areas
      1. System wide Standardized Testing Programs
         a. Undergraduate and graduate admissions (e.g., ACT, MAT, GRE ibt, LSAT, TEAS, TOEFL ibt, etc.)
         b. Placement and advisement (e.g., EPT/ELM,)
         c. Certification/Proficiency testing (e.g. GWPE, CBEST, CSET, PRAXIS etc.)
      2. Local Assessment Programs:
         1. Academically Related
            a. Achievement testing
         b. Computerized classroom test scoring system management
         c. Credit-by- examination testing
      2. Program Support Activities
         1. Conduct and maintain test programs (e.g.,SDRC accommodated testing, provide daily public contact, develop and revise informational material, disseminate general test information, schedule tests, establish registration procedures, organize and manage test materials, coordinate intra office responsibilities and activities, administer tests, analyze data, create and maintain test data bases, report results, etc.)
         2. Recruit, train and supervise test administrative staff.
         3. Provide individual faculty, administrators, and University committees with information and data relevant to the implementation, operation, and revision of programs, including their policy implications.

II Undertake Research and Evaluation
The HSU Testing Center is involved with system wide research, evaluation and product development projects in the following areas:

A. System wide Standardized program evaluat
   1. Established testing programs (e.g., CBT, EPT/ELM, C
   2. Special programs (e.g., Summer Bridge, Intensive Learning, SDRC testing, et

III Provide Psychometric and Measurement Services
The Testing Center is routinely called upon to provide professional expertise and consultation to campus departments and administrative offices regarding a broad range of testing, research and psychometric issues, with special emphasis on the following activities:

A. Individual or group consultation with administrators, faculty, students, and staff regarding general measureme and evaluation issues, such as test reliability and validity, sampling, and instrument development, as well as the implementation, data analysis, and interpretation of the results of specific tests.
B. Assistance with the selection, evaluation and interpretation of tests for specific purpos
C. Maintenance of a collection of test related resources, references and specimen
D. Presentation of workshops and team teaching on the subject of testing and assessment, when called up

Description of Program Services
Brief description of services/activities provided by department, including department’s mission statement.

HSU Testing Center Mission Statement
The mission of the Test Offices is to provide professional service in three general areas:
1. Testing and assessment
2. Research and evaluation

Humboldt State University  Page 2 / 14
3. Psychometrics and measurement

Judgment
☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
1.B.

**Description of Program Goals for Year Under Review**

1.B. Description of Program Goals for Year Under Review

A. Establish a comprehensive electronic transfer system for faculty transfer of accommodated to the Testing Center. Such a system must have several layers of security, and return capability for two way verification. *Completed and using project. This project is in working order; however, we are still completing the website directions and letter to faculty.*

**Previous Procedure:**

Emailed exams are an ongoing procedure for the faculty. A test returned by scanning is a regular procedure for returned exams as appropriate and requested by faculty; however, exams that have Scranton’s attached cannot be scanned back, the professor must pick up the test.

B. Design Excel data retrieval program.

This program is up and running for all tests logged into the testing center. All data that is needed for the annual report, that is collectible at that time, is entered. *Completed June 2012.*

C. The Computer based Testing program is scheduled for relocation from the SBS building to the new TC location in the lower Library. This move will require updating CBT equipment, surveillance system and process procedure. CBT procedures will need to monitored and developed by Test Center Director.

This project was completed in full in 2010

**Judgment**

- [x] Compliant
- [ ] Non-Compliant
- [ ] Not Applicable

**Narrative**
1.C.

**Enrollment/Participant Data**

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level.

Brief summary discussing data.

1.C. Enrollment/Participant Data

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level.

The only information the Testing Center has, of this type of reporting is on SDRC students. Next year’s report will have the ID numbers of all students using the Testing room. Standardized Testing Companies do not allow data to be collected on the examinees.

Foster Youth= 4
Gender: Female=110 Male= 102
Veterans: 7
Low income: 147
First Generation: 78
Need math: 55
Needs English: 40
Abilities: Visual 6, Autism 4, Psych 24, Other funct 43, Mobility 8, LearnDisab 91, Communicat 2, Brain inj 1, AD/HD 31
Ethnicity: White 128, Two Classifications 28, Hispanic 26, Asian 4, American Native 3, African American 7

**Judgment**

☐ Compliant ☐ Non-Compliant ☐ Not Applicable

**Narrative**

Suggested changes for this year:
1. Need some sort of summary here. What conclusions do you have about the data you were able to capture?

Additional suggestions for future:
1. Think critically about what the data means. What can you do with it?
2. Can you compare to any other HSU reports?
1.D.

Student Retention & Engagement
(e.g. graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level).

Briefly summary discussing data.

1.D. Student Retention & Engagement (e.g., graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level.)

Brief summary discussing data.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
1.E.

**Student Learning Outcomes**
Interpretation of outcome results, can include effectiveness of outcome measurement.

1.E. Student Learning Outcomes
The Testing Center wanted to know if the testing accommodation of using the testing room and the various testing accommodations did provide an opportunity to see an improvement in grades for classroom exams and quizzes. The results were a strong show of grade and quiz improvement by 77% of the participants, while 23% of the participants felt their grades on quizzes and exams stayed the same. This response was consistent regardless of what accommodation was used.

This year’s sample was very small, only 13 students responded. The best time to gather this data is after a final is completed because the total knowledge of the use of the Testing Center is complete, however, the crowdedness of the proctor station and the desire to walk away after completing the “last final” may be working against the number of responses we collected this year. The current use of the people soft data of SDRC students presents a new opportunity for the Testing Center and this availability will allow the TC to explore a better method of reporting learning outcomes in the future.

**Judgment**
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**
Suggestion for this year:
1. Better articulate what students were to LEARN from this project. What was the learning outcomes. As a result of ________, students should be able to ________ (insert verb). Link them to mission and/or goal of HSU.
2. What are your interpretation of the data? Was this learned or does a new approach to learning need to be taken? Think critically.

Additional suggestions for future:
1. To what extent did students learn as a result. What skills were developed? What can they do now that they couldn’t do before as a result of learning?
2. What can you conclude about the effectiveness of the programs that support your learning outcomes?
3. Use CAS (if applicable) to help you develop your learning outcomes.
2.A.

Staff Engagement in Institutional Efforts and Activities
(e.g., committee participation, club advisor, collaboration with another department)

2. A. Staff Engagement in Institutional efforts and activities (e.g., committee participation, club advisor, collaboration with another department)

Unfortunately there was no staff time availability for any institutional efforts from the Testing Center academic year. The Testing Center staff consisted of one full time position, one intermittent hourly that worked limited hours per week and in April one additional intermittent hourly that worked two days per week through June. This is very unfortunate because at one time the Testing Center was a strong contributor to several campus and CSU policy making committees.

Judgment

Compliant ☐ Non-Compliant ☐ Not Applicable ☐

Narrative
3.A. Investments

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

3. A. Inv

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Staff

Intermittent Staff

JoAnn Pieper-Shayne: Intermittent hourly Test Coordinator, HSU ID #0100-12467, Female
Budget expenditures $22.48/hour.

Maricela Escalante Torres: Intermittent hourly Test Coordinator, Code D, Female
Budget expenditures; 16.25/hour for CLA/TC

Student Assistants

Edwin Vazquez: proctor, HUS ID: 4980-91203 Code A, male
Budget expenditures $10/ hour for CLA and 8.50/hour at TC

Jimmy Garcia: proctor, HSU I.D: 943-440713 Code A , male
Budget expenditures $8.50/hour TC

Natalie Treacy: proctor, HSU I.D#9502-18081, Female
Budget expenditures $9.00/hour TC

Hannah Haerr: proctor, HSU I.D#949672276, Female
Budget expenditures $9.00/hour TC

Gabrielle James: proctor, HSU I.D#9433-21009, Female
Budget expenditures $10.00/hour TC

Casual workers:
Julie Ryan: Intermittent hourly, HSU I.D.#9335-90301, female.
Budget expenditures $19.50/hour for CLA

Catherine Arnold: Intermittent hourly, HSU ID# 9327-49851, female
Budget expenditures $19.50/hour for CLA

Patrick Panelli: Intermittent hourly, HSU I.D# 9310-95419 Male
Budget Expenditures $19.50/hour for CLA

Colleen Reveley: proctor, HUS ID: 949-055335 Code E, Female
Budget Expenditures $10/hour for CLA

2. A

**Judgment**

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

**Sources**

- 11-12 D40031 Testing Funding
- 11-12 D40031 Testing Staffing
3.B.

**Efficiency**
Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Testing Center did not collect number of contact hours with individual students. This area needs to be developed for further data collection.

**Judgment**
- Compliant
- Non-Compliant
- Not Applicable

**Narrative**
4.A.

General Conclusions about Past Year Performance

4.A. General Conclusions about Past Year Performance

The Testing Center continue to serve the HSU student population, the SDRC student population and the community at large in a positive, secure, professional and efficient manner. The rapport with students is very positive. Although every effort is made to meet the needs of the campus and community's testing needs, the direction of testing is clearly going to computer based testing. In addition to the paper and pencil based testing area for accommodated testing the Testing Center will need a computer lab to meet the growing online testing requests of both the campus and the community. The opportunity to generate funds for a campus are few, however, testing is an opportunity if properly supported. The Director of Testing will have several suggestions for additional Testing Companies upon returning from the Test Officers meeting in October.

Testing Numbers for Fall and Spring 2011-2012:

Total number of tests administered through the Testing Center: 4312
a. The TC has seen a considerable decrease in total number tested; from 2010 to 2012 there has been a decrease in the number of students we are losing to online assessment.
Total number of SDRC tests administered: 1625
Total number of SDRC testing hours: 3356
Of the 229 SDRC students registered to use testing services, 188 utilized service.

Number of accommodations used beside extended time for SDRC students:

CCTV: 47
Dragon NaturallySpeaking: 34
Word/Power Point/Spellcheck: 57
Moodle: 13
Private Room with Computer: 202
Private Room without Computer: 541
Internet: 51
Scribe/Reader: 15

Number of Standardized Tests Administered:

GWPE: 1551
US/CA Govt: 22
CSET: 135
CBEST: 185
CBT Computer Based Testing ETS exams: GRE: 213, TOFEL: 56, Total CBT 269

MBTI: 31
SII: 25
TEAS: 8
EPT: 106, ELM: 251
GRE Subject 10
LSAT 23
PRAXIS: 10
MAT: 4
Teacher Prep: 1
Correspondence: 80

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year
Goals should be established utilizing CAS Standards for the program as well as the university vision and HSU Student Outcomes. Goals must include objectives for a specific or focused area of student support (ex. admissions, financial aid, housing and residential life, learning support services, student conduct, etc.), a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

5.A. Recommendations, Goals and Student Learning Outcomes for Next Year
1. Complete on line GWPE registrati
   Objectiv
   a. Review the CSU GWAR campuses that use Testing as a method for meeting the requirement, concentrating on t online procedures for payment, roster, room assignment and ticket for reporting on the day and time to the assigned testing room.
   b. Continue to meet with the GWPE IT Project committee to determine the best application for HSU. Serio consideration will be given to the immediate use of a Cash Net type program that would only allow online payment, leaving the ticket and room assignment left for development so that a payment process will be in place for the February or, no later than the March GWPE.

1. Devel "Card Swipe" technology to support attendance verification and data collection through student group tagging.

Objectives:

a. Devel "student group" designation in order to acquire biological data reports from Institutional Research. At that time a "card swipe" machine would be investigated in order to accomplish in order to accomplish the above for each student using the Testing Center. A simple card swipe would can both verify the identity and "tag" each HSU student or HSU employee with the TC student group. This will then generated the needed data that is needed for annual reporting.

Judgment
☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative