Testing Center Assessment Review

July 10, 2007

Portland Community College

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Introduction

At Portland Community College, the testing centers are a major component of the "front door" through which students gain access to credit, English for Speakers of Other Languages and Adult Basic Skills classes. There are four testing centers, one located at each of the major campuses, as well as limited testing services offered at the Hillsboro Education Center and the Capital Center.

The primary mission of the testing centers is to assess enrolling students' academic skills so as to better advice and place them in coursework that will enhance their opportunity to achieve academic success. Additionally, the testing centers make test proctoring services available to PCC students, as well as the general public for a fee. Testing center staffs are considered "front line" student services professionals and are key to the enrollment process for incoming students.

Portland Community College Testing Centers Mission:

- Provide academic assessment to Portland Community College students for the purpose of aiding retention and academic success
- Provide professional testing services to the college
- Provide professional testing services to the community
- Advise and aid in all matters concerning assessment at Portland Community College

This report summarizes the findings of a district-wide program assessment conducted by the four testing center coordinators.

Background

Portland Community College Testing Centers offer a range of testing services including college placement, proctored exams for PCC students, proctored exams for non-PCC students, administration of state and national exams such as GED, Pesticides, Tax Preparer, EMT, and others. Testing Centers collaborate closely with district services such as the Office for Students with Disabilities (OSD), Adult Basic Skills (ABS), English for Speakers of Other Languages (ESOL), International Education Program, Business Office, Financial Aid and Distance Education in support of the various student assessment needs across the district. Testing Center staff also work closely with other Student Development and Instructional areas including Counseling, Advising, Admissions, Recruitment, grant programs, and instructional departments. Although there is a great deal of consistency in services offered and established procedures across the district, each Testing Center represents a unique service center and is a reflection of the character and capacity of each campus. See Appendices 1 - 3 for overview of testing services across the district.

Testing for PCC students

The following lists the testing services provided to current and pre-enrolled PCC students:

COMPASS College Placement Test (CPT)

A computerized, web-based test that assesses student skill levels in reading, writing, and math to determine proficiency and appropriate course placement. This test may be taken twice in a three year period. Approved subsets of COMPASS tests are used to satisfy *Ability to Benefit* requirements for federal financial aid applications for students without a high school diploma or GED.

COMPASS ESOL Placement Test

A computerized, web-based test that assesses speakers of English as a second and/or other language students' skill levels in grammar, reading, composition and listening in order to determine proficiency and appropriate course placement. Depending on the proficiency level, students are also given a writing sample to complete. Additional testing and review of test results by either ABS assessment staff (ESOL levels 1-3) or ESOL faculty (ESOL levels 4-8) is required for course placement. An approved subset of COMPASS ESOL tests are used to satisfy *Ability to Benefit* requirements for federal financial aid applications for students without a high school diploma or GED.

ASSET Test

A paper-based placement tool that assesses student skill levels in reading, writing, and math to determine proficiency and appropriate course placement. This test is only used if the computer-based COMPASS test is not applicable for a specific student population; i.e., students with disabilities or students taking the test at a distance without access to computers.

OSD Accommodated Exams

Students who experience disabilities may require testing accommodations such as time extensions, moderate and severe distraction-reduced sites, aides to read aloud exam questions and transcribe answers, and specialized equipment such as word processors with adaptive features and print enlarger machines. The Central Office for Students with Disabilities (OSD) works closely with Testing Center staff to ensure students receive appropriate accommodations. The Central OSD Coordinator of Access Resources consults with staff on how to best meet accommodation requests and provides specialized staff as necessary. Furthermore, she

coordinates the Test Proctoring Services, ensuring a consistent accommodated exam request process throughout the district.

PCC Proctored Exams

These are exams that require an impartial, professional proctor to monitor the exam session. Depending on the site, Testing Centers proctor exams for distance education students and general make-up exams for any PCC course.

Math 65 Competency

This exam was designed by the Math department and is equivalent to the final exam for the Math 65 course. This exam is used to demonstrate competency; not placement.

Meyers Briggs Type Indicator and Strong Interest Inventory

Inventories that assist individuals to determine their personality type and strengths for career planning purposes. These tests are affiliated with Counseling & Career Guidance services and courses. They are free for PCC students and non-students are charged $50 for up to three assessments.

Testing for non-PCC students

The following lists the various testing services currently offered as a service to the community:

Non-PCC Proctored Exams

These are exams that require an impartial, professional proctor to monitor the exam session. The cost for proctoring exams for non-PCC students is $25 per testing session.

General Education Development (GED) Exam

Series of five exams offered to individuals desiring to earn their GED. GED testing is currently

only offered at the Cascade Campus. It is available in English and Spanish. Examinees are

charged $100 for the initial battery of tests and $15 for each retest.

State Pesticide Certification Exams

State certification exams for maintenance of agricultural workers' Pesticide Applicator License.

The cost is $10 per test.

State Tax Preparer/Consultant Exams

State licensing exams for tax consultants and preparers. The cost is $30 per test.

State Home Inspector & Building Code Exams

State licensing exams for home inspectors and building code inspectors. The cost is $10 per test.

Emergency Medical Technicians (EMT) Exam

State certification exam for EMT technicians. This test has been offered free of charge at

Cascade Campus through winter 2006. Contract negotiations are currently taking place.

Testing at Cascade Campus

Testing at Cascade Campus takes place in the Student Services building room 204, near the administrative offices. Testing services exclusive to Cascade includes GED and EMT testing. GED and Non-GED testing staff share office, storage area, waiting area, and OSD private testing room. Office space is open with cubicles. The COMPASS placement test and ESOL placement test are offered four days a week on a drop in basis at specific times. The OSD accommodated exams are coordinated between the Access Resource Coordinator and the Testing Center Coordinator to ensure proper delivery of exam from the instructor and the return of the exam.

Staff	Position	FTE
Vilma Paquio	Testing Coordinator Office Assistant II – Level 15	1.0
Carol Schulman	GED Spec., interim - Level 16	1.0
Sandra Dixon	GED Testing Assistant Office Assistant I – Level 13	1.0
Ruslana Rozhanskaya	Part-time Casual	.35
Derek Wilson	Part-time Casual	.3
Andrew Chandler	Part-time Casual	.25
Chelsea Rice	Part-time Casual, GED	.3
Cheline Glankler	Part-time Casual, GED	.25
Theresa Adams	Part-time Casual, GED	.25
Carolyn Almgren	Part-time Casual, GED	.3
TOTAL STAFF FTE		**5 FTE**
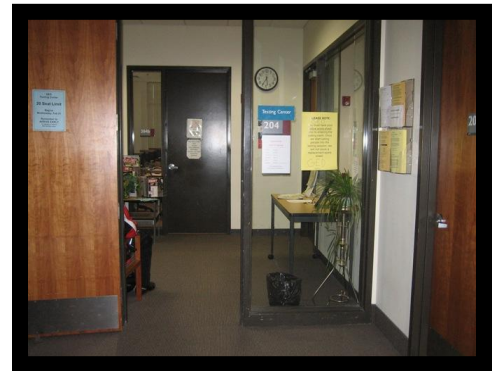
Testing Offered	Availability
COMPASS	21 hrs/weekly
COMPASS ESOL	21 hrs/weekly
Accommodated Exams	8 hrs/week in private testing room; 15 hrs/week in general testing lab
GED Exam	16 hrs/weekly
Non-PCC Proctored Exams	3 hrs/weekly
MATH 65 Competency	21 hrs/weekly
EMT Exam	3 hrs/week, 1x/term

* PCC Proctored Exams offered out of Dean of Instruction Office

Facilities	Size	Capacity
Office/waiting area	168 sq. ft.	3
Computer testing lab	360 sq. ft.	24 stations
GED testing room	560 sq. ft.	45
Storage room	150 sq. ft.	1
Private testing room	48 sq. ft.	1
TOTAL SQ. FT.	**1,286 sq. ft.**	

Testing at SE Center

Testing services at the Southeast Center take place in Mt. Tabor Hall near the administrative offices and other student services. Office space is small and there is no designated waiting area so testers use the hallway outside the center. The College Placement and ESOL Placement Tests, as well as proctored exams are offered on a varying schedule, including several evenings and Saturdays each month. Although no appointments are necessary, placement and ESOL testing have specific start times so that directions may be provided to groups. Students must make appointments for proctored exams and accommodated tests. Multiple types of testing can take place in the testing environment at the same time.

Staff	Position	FTE
Diana Everitt	Testing Coordinator Office Assistant II – Level 15	1.0
Jasmin Huskic	Part-time Casual	.29
Ruslana Rozhanskaya	Part-time Casual – ESOL only	.12
TOTAL STAFF FTE		**1.41**

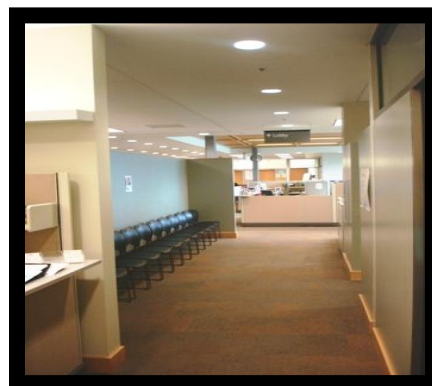| Testing Offered	Availability
COMPASS	12-28 hrs/weekly
COMPASS ESOL	10 hrs/week, 5 of weeks of term
Accommodated Exams	9 hrs/week in private testing area 12-28 hrs/week in general testing
PCC Proctored Exams	12-28 hrs/weekly
Non-PCC Proctored Exams	12-28 hrs/weekly
MATH 65 Competency	12-28 hrs/weekly

Facilities	Size	Capacity
Office area	140 sq. ft.	2
Large testing room	748 sq. ft.	30
Medium testing room	181 sq. ft.	13
Storage room	60 sq. ft.	1
Private testing room	63 sq. ft.	1
TOTAL SQ.FT.	**1,192 sq. ft.**	

Testing at Rock Creek Campus

Testing at the Rock Creek Campus takes place in Building 9 near the Counseling department and other student services. Testing services exclusive to Rock Creek are pesticides application, tax preparer, and building codes licensing. Testing staff share an open office space with cubicles with ABS Assessment Specialists. The area also serves as reception for the Counseling department and the full-time office assistant splits her work between Testing and Counseling. All testing is offered at scheduled times, including evenings and at least one Saturday per term for placement testing. Proctored and state exams must be scheduled ahead of time. ESOL testing is also by appointment with a fixed start time for giving group directions.

| Staff	Position	FTE
Diane Dorn	Testing Coordinator Office Assistant II – Level 15	1.0
Maria Gallegos	Office Assistant I – Level 13 (.5 FTE shared with Counseling)	1.0
Betzy Garcia	Part-time Casual	.3
Heatherleigh Weldon	Part-time Casual	.15
TOTAL STAFF FTE		**2.45**

Testing Offered	Availability
COMPASS	21 hrs/weekly
COMPASS ESOL	8-10 hrs/week; 4th- 10th week of term
Accommodated Exams	9 hrs/week in general testing area
Non-PCC Proctored Exams	21 hrs/weekly
MATH 65 Competency	21 hrs/weekly
Pesticide Certification	4 hrs/weekly
Home Inspector License	4 hrs/weekly
Tax Preparer/Consultant	5 hrs/weekly
MBTI & Strong Inventories	As needed

* PCC Proctored Exams offered through Learning Center
* Private space for accommodated exams through department/OSD

Facilities	Size	Capacity
Office area	80 sq. ft.	2
Waiting area - hallway	80 sq ft	13 chairs
Computer testing lab	1080 sq ft	30 stations
Storage room	21 sq. ft.	1
Private testing room	No dedicated	0
TOTAL SQ. FT.	**1,261 sq ft**	
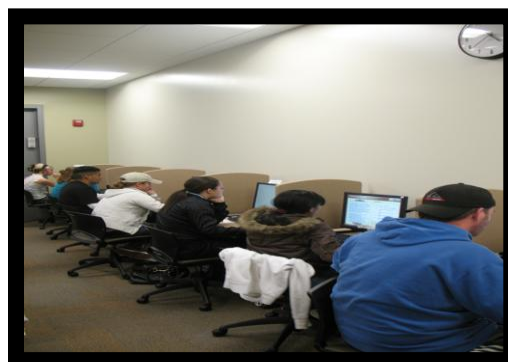
Testing at Sylvania Campus

Testing at Sylvania Campus takes place in the College Center building, in room 216, across the mall from the Admissions Office. Testing unique to Sylvania Testing is the Oregon State Building Codes Division examination. The Testing Office is located in the back of the Academic Advising and Counseling Office. The testing schedule is broken into Placement Test and Proctored Exam times. Students do not need to set up an appointment; they only need to show up at the appropriate times. This testing schedule includes evening test times, Mondays through Thursdays, and also Saturdays. State exams are by appointment.

Staff	Position	FTE
Lee Miller	Testing Coordinator Office Assistant II, Level 15	1.0
Kate Pogarchenko	Office Assistant I, Level 13	1.0
Maria Hill	Office Assistant I, Level 13	1.0
TOTAL STAFF FTE		**3.0**

Testing Offered	Availability
COMPASS	30 hrs/week, weekly
COMPASS ESOL	30 hrs/week, weekly
Accommodated Exams	9 hrs/week in general testing area
PCC Proctored Exams	24 hrs/week, weekly
Non-PCC Proctored Exams	24 hrs/week, weekly
MATH 65 Competency	24 hrs/week, weekly
Building Codes Exam	24 hrs/week, weekly
MBTI & Strong Inventories	As needed

* Private space for accommodated exams through OSD Central

Facilities	Size	Capacity
Office/waiting area	340 sq. ft.	3
Computer testing lab	460 sq. ft.	25 stations
Additional testing room	400 sq. ft.	14
TOTAL SQ. FT.	**1,200 sq. ft.**	

Testing at other PCC sites

Hillsboro Education Center (HEC)

*Limited testing services are provided at the Hillsboro Education Center (HEC) to accommodate the needs of the Hillsboro community and support the course offerings at this PCC satellite site. The HEC Director, Steven Swint, and an ESOL Assessment Specialist, Karen Robertson, have been trained to provide testing services consistent with the procedures followed at the campus centers. The HEC staff is kept informed and participates in meetings concerning testing iss*ues *at the Rock Creek Campus.*

2006-07 Testing Services at the HEC

Test	Approximate # Given
COMPASS	50 - 75
COMPASS ESOL	50 - 75
MBTI	3 - 5
Strong Interest Inv.	3 - 5

Capital Center

The Capital center is an official Prometric Testing Center. Proctoring is done for the following types of exams: CompTIA – A+, Linux +, Security +, Network +, Project +
Microsoft – MCSE, MCSA, MCSD, MCDBA, MOS
Cisco – CCNA
Oracle – DBA and DBD
Real Estate Exam
Sun Java
Nortrel
MECP (electrical)
IBM

Tests for students at the following Businesses, Colleges and Universities are also proctored:

Louisiana State University	University of Florida
Central Texas College	Clackamas Community College
Oregon State	Brigham Young University
University of Oregon	University of Georgia
Chemeketa Community college	Kaplan University
Eastern Oregon University	Rio Salado Community College
Reeser's	Treasure Valley Community College
Columbia Sportswear	University of Missouri
Pima County Community	University of South Africa
University of Maryland	ATI—Assessment T4echnologies Institute

The Capital center administered a total of 894 Prometric Exams since May 2004.

Accomplishments

Transition from ASSET to COMPASS placement testing

Beginning in 2004, testing centers began a phased in implementation of the computer-based COMPASS placement test. Benefits of this transition included changing from a timed to untimed test, immediate test results, unification of testing services across district, mobility of testing services, and the ability to establish drop-in testing hours vs. fixed testing start times. Prior to COMPASS, PCC used the paper-based ASSET test. As of spring 2007, all testing centers have successfully migrated from the Windows-based COMPASS testing to the Internet version. This move strengthened security of data, established further consistency and a unified testing database across the district, and will improve mobility of placement testing services for outreach and recruitment efforts.

Integration of COMPASS ESOL testing

In 2006 PCC decided to merge lower level (ESL) and upper level (ENNL) courses for non-native English speakers into one combined English for Speakers of Other Languages (ESOL) curriculum. In support of this effort, testing centers adopted the COMPASS ESOL placement test as the initial screening tool for all students interested in ESOL courses. Testing staff facilitated the integration of ESOL testing into their service menu and went through training to manage and administer the test. Testing staff collaborate closely with both the ABS department, who provide additional testing and placement for ESOL Levels 1 – 3, and the ESOL department, who provide additional testing and placement for ESOL Levels 4 – 8. Testing centers have successfully adapted to this higher volume of ESOL students and have created systems that encourage a manageable flow of testing throughout each term.

National College Testing Association (NCTA) Conference participation

Testing coordinators have identified the need for increase staff development. As such, most full-time PCC testing staff attended the 2005 National College Testing Association (NCTA) conference in Portland, Oregon. Two testing coordinators additionally attended the 2006 NCTA Conference held in St. Louis, Missouri. Coordinators brought back and shared best practices in testing center administration with colleagues. A specific focus to their conference participation was identifying fee-based testing opportunities for PCC to explore. Additionally, after learning more about the NCTA Professional Standards for college testing centers, PCC testing staff determined that they would strive to meet these standards.

Creation of PCC Testing Center webpage

All testing staff collaborated to create the current testing webpage on the PCC website. The webpage strives to inform the public about testing services and includes up-to-date calendars presenting dates and times for:

- College placement tests
- ESOL tests
- Proctored exams
- Various state exams
- Schedules for new student orientations

The website also provides answers to frequently asked questions, sample college placement test questions, and links to study guides and other testing resources such as OSD Accommodated Testing services.

Participation in LEAN Process

In fall 2005 the testing coordinators participated in the LEAN process in order to analyze enrollment practices at PCC. Participants went through training on application of the LEAN

principles and then analyzed current testing services. One result of the process was that Cascade and Rock Creek campuses were determined to have insufficient space and staff to proctor PCC make-up exams or distance learning testing. These testing services were relocated at these two campuses.

NCTA Consortium Associate status

PCC testing centers undertook the process of applying for National College Testing Association (NCTA) Consortium Associates status. PCC testing sites currently maintain this status which assures their inclusion in an online directory for test proctoring sites across the U.S.

Expansion of college placement testing to evenings and Saturdays

All testing centers established evening testing hours for the college placement test, including ESOL testing. All campuses also offer Saturday testing hours every term. These expanded testing options have assured increased access for students to PCC enrollment services.

Establishment of Testing Center Goals for 2007-2010

At fall in-service 2006, all testing center staff participated in a college-wide effort to determine three-year program goals and strategies to attain these goals within the 2007-2010 time frame.

Implementation of generated "G" ID numbers

Beginning summer 2006, testing staff coordinated with Enrollment Services, Technology Solutions Services, and ACT to facilitate an effective transition to using PCC "G" numbers for student identification for COMPASS college placement testing. A new process for uploading test scores to Banner was necessarily established.

Data Collection

For the purposes of this program review, testing center coordinators collected and analyzed the following data, standards and reports pertaining to testing services at PCC in order to assess services. Insufficiencies in data collection are also noted.

Testing Center usage statistics

Testing coordinators gathered statistics of testing services offered at each of the main testing sites over the past three years. Due to the lack of a formal and consistent record-keeping process and inconsistencies in services offered year to year at the various testing sites, there are some gaps in the user data. See Appendix 2 for *Summary of Testing Center Statistics*.

Placement Testing Survey

During the 2006-2007 academic year, the testing coordinators met with Rob Vergun from the PCC Institutional Effectiveness office to develop a survey that could be distributed to students taking the college placement test. This survey was disseminated during fall 2006. The survey was used to determine the level of satisfaction with the placement test and how the testing is conducted at PCC. Survey questions were posed using a Likert scale format, with values ranging from Strongly Agree to Strongly Disagree. Additional questions were asked of respondents to identify; where they took the placement test, what convenient testing times would be, and how they found out about the placement test process. Respondents were also asked to respond to an open-ended question requesting suggestions for improving the testing experience in the future. See Appendix 4 for complete survey results.

It was determined that surveys would be distributed to students in a manner that would be conducive for each testing center, based on the testing delivery method. To this end, Cascade and Rock Creek Testing Centers distributed a paper version of the survey or directed students on how to access the survey online. Students surveyed at these sites were done on a voluntary basis. Due to their web-based COMPASS testing methods, Southeast and Sylvania Testing Centers were able to add in the survey to the placement test so that all students finishing a placement test would be automatically placed into the online survey. Since participation in the survey did not appear voluntary to students, there was more data collected at the Sylvania and Southeast Center sites.

Additional user surveys focused on other testing services offered, as well as satisfaction of other customers such as faculty, would have been informative for this program review process.

LEAN Process recommendations

In Fall 2005, selected Student Services staff participated in the LEAN Process to analyze enrollment practices at PCC. Testing Coordinators formed part of a team that went through a week of intensive training on the LEAN process principles, which were subsequently used to analyze the admissions and enrollment process. Recommendations that were developed concerning PCC Testing deal directly with issues discussed in this review. Included are the recommendations stemming from the LEAN process specifically pertinent to this review.

National College Testing Association Professional Standards

The National College Testing Association (NCTA) is an organization of testing professionals in post-secondary institutions and testing companies. NCTA developed from a regional

organization founded in 1988 to a national organization in 2000, and focuses on issues relating to test administration, test development, test scoring, and assessment. NCTA has established standards and guidelines for testing centers and testing personnel called the NCTA Professional Standards and Guidelines. These Standards and Guidelines were initiated to serve as a model for post-secondary test centers in delivering high quality testing services. Other institutions have adopted these guidelines to assure they are providing appropriate services to their students and clients.

PCC Testing Centers currently hold NCTA Consortium Associate membership status and are registered in the NCTA Consortium of College Testing Centers, a directory of testing centers across the country and abroad that are able to provide proctoring services to students away from their campuses. For the purposes of this program review, PCC Testing Coordinators went through the exercise of evaluating their current service standards and procedures against the NCTA Professional Standards and Guidelines. See Appendix 5 for the comparison chart.

PCC Testing Center Goals for 2007-2009

In fall 2006, all Student Development departments across the district went through a process of creating program goals for three years out. PCC Testing staff participated in this process and developed specific recommendations and goals for Testing Centers through the 2009 academic year. The goals identified through this process were used to inform recommendations for this program review. See Appendix 6 for Testing and Assessment Goals 2007-2009

Reports from internal partners

The following PCC departments provided formal reports, participated in the program review process or shared anecdotal information that informed the review and recommendations:

- Office of Students with Disabilities – see *OSD Accommodated Exams*, Appendix 7

- Adult Basic Skills

- Distance Learning

- ESOL Department

- Office of Deans of Instruction

- Technology Services Solutions department

Survey of testing centers infrastructure

Testing staff evaluated and compared their capacity in terms of space, location, personnel, funding, and testing services offered. See Appendix 1 for matrix identifying differences between PCC testing centers.

Testing Center revenue generation

A report of revenue generated district-wide from fee-based testing services was created. See Appendix 8 for *Testing Center Revenue Report*.

Analysis

Based on analysis of the above collected data, this section summarizes key strengths, as well as opportunities for improvement of the PCC testing centers.

Strengths

- District-wide there are a wide variety of testing services offered to accommodate both internal PCC student users and the community. In 2006 the district provided approximately 23,115 testing sessions for five categories of tests for PCC students. For non-PCC students, eight categories of testing were offered for a total of 2,086 sessions in 2006. With the testing centers now managing the first level of the ESOL skills assessment process, most new students start their enrollment process at the testing centers. Placement testing has increased by 101% over the past three years, with the most growth at Rock Creek (95%) and Sylvania (199%). Although a lack of good data makes it difficult to chart precise growth, the amount of revenue-generating tests has definitely increased over the past three years.

- Based on the student Placement Testing Survey conducted in fall 2006, there appears to be a high level of satisfaction with the PCC college placement testing process and staff. Out of 257 total respondents from all four testing centers, an overwhelming majority (a minimum of 82%) either Strongly Agreed or Agreed to nine statements regarding service and availability of testing information. Over 99% of the respondents rated that they Agreed or Strongly Agreed that "Testing staff was courteous" and 97.7% rated as Agreed or Strongly Agreed that "Testing staff was helpful". Over 99% Agreed or Strongly Agreed

that they "did not feel rushed while taking the test". An additional piece of information obtained by the survey is that 43.4% of testers learned about the college placement test via the PCC website. This points to the importance of accurate online information, which testing staff have strived to provide through creation of the testing webpage. The positive response on this survey gives testing staff an indication that customer service in the testing centers is strong and that information about placement testing is useful.

- Program improvements such as evening and weekend test availability, as well as computer-based placement testing, have improved services for users. Evening and weekend testing hours have improved access to the college placement test and ESOL testing. Testing is offered on a drop-in basis at most of the testing centers now and, due to the computer-based COMPASS test, students receive immediate printouts of testing scores. Likewise, scores are uploaded into Banner daily supporting an efficient and timely enrollment process for incoming students. Students can currently be assured of a consistent placement testing process from campus to campus and the shared web-based COMPASS database creates a district-wide resource with shared management and data access capabilities. Additionally, web-based COMPASS testing should allow for enhanced outreach to high schools through placement testing on site, one of the testing program goals for 2007-2010.

- Testing staff are actively seeking professional development opportunities with an eye towards bringing PCC testing services up to NCTA Professional Standards and Guidelines. PCC testing coordinators have taken the first step towards becoming a NCTA Subscriber by evaluating their current practices against the Standards and Guidelines.

Held against these very detailed and thorough professional standards, PCC testing centers are doing well in the areas of policy development, institutional representation and coordination, certain areas of staffing and physical environment, and overall test administration. PCC testing centers currently hold NCTA Consortium Associate status.

- Testing centers are generating revenue through the expansion of fee-based testing services and contracts. The possibility for expansion in this area exists, given appropriate infrastructure of space and trained personnel. PCC management will also need to determine whether expanding contracted testing services and fee-based proctoring is a priority for the district.

Opportunities for program improvement

- Although district-wide exists a wide variety of testing services, a campus to campus comparison demonstrates inconsistencies and a lack of overall district coordination of services. One example of this is offering GED testing at only Cascade Campus. An examination of 2006 GED testers at PCC shows that just under 28% come from Washington county, with 66% coming from Multnomah County and 6% from Clackamas County. Reports from ABE/GED faculty and managers, community-based GED preparation programs, and GED students themselves demonstrate a need for PCC to explore expanding GED testing to one or more of the other campuses to enhance access and better serve community needs. Additional inconsistencies exist in the areas of proctored tests for PCC students, accommodated tests for students with disabilities, and fee-based testing services. Each campus seems to have developed its own menu of testing services based on its unique infrastructure, resources, history and community appeals.

Rock Creek campus has increased their fee-based testing over the past few years, while they have had to give up proctoring tests for PCC students due to space constraints. Other than GED and EMT testing at Cascade (whose EMT Basic Test contract ended in 2007), neither SE nor Cascade Campuses provide many testing services for non-PCC students. Testing staff lack clarity in terms of their priorities, since testing services has the potential of branching off in many directions.

- A key reason for inconsistencies in services offered is likely due to the lack of space at some campuses. The Sylvania and Southeast campuses have two testing rooms, one for computer-based testing and another for paper/pencil testing. At these two campuses, testing centers are able to accommodate proctored tests for PCC, non-PCC and some accommodated tests for OSD students. Testing centers at Rock Creek and Cascade campuses have only one designated testing room each, set up as computer labs in order to accommodate computer-based placement testing, and can offer only very limited paper/pencil testing. They also house ABE/GED testing. Recommendations came forth from the LEAN process to decrease the demand on Rock Creek and Cascade Campuses by reassigning proctoring for PCC student make-up tests to other areas (the Learning Center at Rock Creek and the Administrative Offices at Cascade). At Rock Creek, testing staff shares their small testing office area, as well as the one designated testing room, with Adult Basic Skills assessment staff. Cascade office space is shared between GED and non-GED testing personnel. Sylvania and Rock Creek both completely lack private testing rooms used for proctoring Accommodated Tests, while Cascade non-GED has access to one only about eight hours per week with the remainder of the week reserved for GED accommodated testing.

- A significant ongoing concern is the inability of campus testing centers to provide accommodated course exams for OSD students. All testing centers attempt to offer some proctoring for OSD students, but as mentioned above, most lack the adequate distraction-free testing spaces required by many OSD students. All testing centers currently offer accommodated tests that only require time extensions within their main testing rooms during times scheduled for proctored exams. There are no evening or weekend hours for accommodated testing. For tests requiring visual or auditory distraction reduced site, the use of a reader and/or transcriber, or special equipment, Central OSD has established a request system, coordinates room reservations and provides funding for proctors and aides at all campuses. The one private room that is available at Cascade does not provide an adequate space for certain types of accommodations and is rarely available for OSD students needs. The Southeast Center is the only campus that maintains an adequate private testing room within their testing center. Central OSD provides test aides and specialized equipment for this campus. Some unfortunate results of not having the testing centers manage accommodated testing are that OSD students are set apart and stigmatized by having to arrange for their testing through Central OSD, students and instructors. It has been particularly difficult to identify adequate, permanent space at Rock Creek and Cascade campuses. The one private room that is available at Cascade does not provide an adequate space for certain types of accommodations. The Southeast Center is the only campus that maintains an adequate private testing room within their testing center and are not currently receiving Central OSD support. Some unfortunate results of not having the testing centers manage accommodated testing are that OSD students are set apart and stigmatized by having to arrange for their testing needs through the OSD office at Sylvania, students and instructors are confused about who will respond

to their needs, and it is an inefficient use of college staff and resources since multiple departments are managing various test proctoring needs for OSD students.

- As mentioned in the Strengths section above, Testing Coordinators are interested in pursuing status as NCTA Subscribers which they believe will benefit PCC by confirming for students and clients that PCC meets professional testing standards, and therefore attract a wider variety of contracted testing services. If Standards are met, NCTA will offer their icon to be posted on the PCC website verifying their professional qualifications. Some of the standards that PCC testing centers would need to focus on meeting include more adequate testing facilities at some of the centers (i.e., private testing space, distraction free environments, storage for personal belongings apart from testing location), development of standard operating procedures for center operations, and enhanced security of materials. Testing staff recognize that PCC administration may not hold as a priority the centers obtaining the resources necessary to become NCTA certified.

- Completing this program review process highlighted the lack of formal data collection and reporting procedures practiced by testing centers throughout the district. Testing coordinators have an opportunity to strengthen accountability and demonstrate growth, achievement of goals, and need for additional resources for their programs through the creation of standard procedures for capturing and reporting on user data and services.

- There has not been a comprehensive study on the effectiveness and appropriateness of the ACT COMPASS product as the placement testing tool for PCC since its adoption in

2004. Staff, along with Technology Solutions Services, have struggled with a perceived lack of reliability and ease of use of this testing product at times over the past few years. While there has been some improvement in recent months, an opportunity to examine this ACT product would benefit test administration, as well as assure that it is appropriately assessing incoming students' skills for determining placement.

- Although efficiency of the ESOL placement testing process has improved in many respects with the merging of ESL and ENNL testing, there have been some challenges presented at the testing centers as a result of expanded testing services. Previously lower level ESOL students were tested separately from upper level ESOL students. When the lower level classes filled, testing for those levels was discontinued so as not to create excess demand or false hope of getting into classes. With all levels testing together, lower level students who have paid their admission fee and gone through the testing process may end up waiting multiple terms before space becomes available in an appropriate class. This has primarily been an issue at the Rock Creek campus, where demand for lower level ESOL classes is high. Testing staff are working closely with the ESOL department and the ABS assessment staff to create solutions to this challenge.

Recommendations

The following recommendations were formed as a result of this program review process and highlight what testing coordinators' believe to be priorities for PCC testing center staff to focus on, as well as PCC management to do in support of testing program effectiveness.

Recommendation #1: We highly recommend that PCC management provide direction for the objectives and priorities of PCC testing centers.

The Classified staff that manage the testing centers lack clarity in terms of the type and scope of testing services they should be prioritizing at each testing center. This has resulted in each center evolving in its own unique way and creating inconsistency in the testing services menu across the district. Although, some level of difference is fine, management would support effectiveness of testing services by engaging in a dialogue about the priorities of each testing center with an eye towards developing a comprehensive plan for testing services across the district. The following briefly outlines a few scenarios moving from a narrow to a broader view of the roles for college testing services.

> **Scenario 1 – A narrow view of testing services**
> General college placement testing at scheduled hours
> ESOL placement testing at scheduled hours
> GED testing – maintain current testing at one site
> Accommodated testing for OSD students
>
> **Scenario 2 – A medium view of testing services**
> General college placement testing at scheduled hours
> ESOL placement testing at scheduled hours
> GED testing – expand testing to additional PCC sites
> Accommodated testing for OSD students
> Test proctoring for PCC students at scheduled hours
> Test proctoring for non-PCC students at scheduled hours

Scenario 3 – A wide view of testing services
General college placement testing on a drop-in basis
ESOL placement testing on a drop-in basis
GED testing at all PCC campuses
Accommodated testing for OSD students
Test proctoring for PCC students at scheduled hours
Test proctoring for non-PCC students at scheduled hours
Contracted testing services to serve community needs

Recommendation #2: We recommend that PCC management supports their stated objectives and priorities for testing centers by providing adequate space, personnel and resources necessary to provide services that uphold the NCTA Standards and Guidelines.

Depending on the future scope of PCC testing centers as determined by management, some centers may need additional space, personnel and resources in order to provide quality services.

Recommendation #3: Explore the feasibility of offering GED testing at additional site(s) within college.

Management should specifically explore establishing the infrastructure to expand GED testing beyond Cascade Campus. One possibility may be to establish GED testing at Rock Creek or other PCC satellite location within Washington County. Another possibility may be to offer GED testing at each campus one day per week.

Recommendation #4: We recommend that campus testing centers move in the direction of offering accommodated course exams for all OSD students requiring accommodations. Additionally, the concept of Universal Design should be applied to any future remodels or expansions of testing centers to assure full access to testing services by OSD students.

Accommodated course exams should be fully integrated into campus testing centers in order to

provide equal access to testing services by all students. Physical testing spaces should be flexible enough to accommodate student needs in a timely manner. Processes should be clear and easy to follow by both students and instructors. Communication between testing center staff and Central OSD staff should be enhanced to better coordinate access resources pertaining to testing services.

Recommendation #5: Develop consistent college-wide testing procedures, marketing and communication materials, and data collection and reporting processes.

Testing coordinators will establish regular quarterly meetings for information sharing and to develop practices, procedures and materials that create a consistent image, delivery methods for services, and established center procedures to be followed by all full and casual staff. Additionally, coordinators will develop uniform methods for collecting and reporting user data and other testing records.

Appendix

DIFFERENCES BETWEEN CAMPUS TESTING CENTERS (2006-07)

	Cascade		Rock Creek	SE Center	Sylvania
	Non-GED	**GED**			
STAFFING					
Full-time Employees	1 FTE	2 FTE	2.0 FTE	1 FTE	3 FTE
Part-time Employees	.9 FTE	1.1 FTE	.45 FTE	.41 FTE	0
SPACE & FACILITIES					
Total Square Feet	642	644	1,261	1,192	1,200
Computer Testing Labs	1	0	1	1	1
Additional Testing Rooms	0	1	0	1	1
Private Testing Rooms	0	1	0	1	0
TESTING SERVICES					
*Categories of Tests for PCC Students	4	-	3	5	4
Categories of Tests for Non-PCC Students	2	1	5	0	3
GED Testing	-	Yes	No	No	No

*COMPASS and COMPASS ESOL are counted as two testing categories

SUMMARY OF TESTING CENTER STATISTICS

	Cascade			Rock Creek			SE Center			Sylvania		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Tests for PCC Students												
COMPASS (includes ESOL)	2497	4002	4619	4051	5141	7917	2055	2484	2489	2384	4544	7138
OSD Accommodated	44	41	30	-	-	-	-	5	9	-	-	-
PCC Proctored Exam	37	-	-	-	-	-	-	171	183	1007	767	630
Math 65 Competency	10	11	14	-	42	37	3	6	7	45	43	42
Tests for Non-PCC Students												
Non-PCC Proctored	15	10	12	-	93	87	-	-	-	42	56	153
GED	1348	1568	1413	-	-	-	-	-	-	-	-	-
MBTI/Strong Inv.	-	-	-	-	338	357	-	-	-	-	-	-
Pesticide Certification	-	-	-	-	367	449	-	-	-	-	-	-
Tax Preparer/Consultant	-	-	-	-	128	208	-	-	-	-	-	-
Home Inspector	-	-	-	-	52	69	-	-	-	-	-	-
Building Code	-	-	-	-	-	-	-	-	-			
EMT	154	280	164	-	-	-	-	-	-	-	-	-

Definition of statistics: Numbers represent testing sessions, unless otherwise noted. Statistics run calendar years from January through December.

District-Wide Weekly Overview – March 2007

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	**6**	**7**	**8**	**9**	**10**
SY 8:30am-12:30pm RC 9:00am-1:00pm	SY 8:30am-11:30am SY 8:30am-11:30am RC 9:00am-3:00pm CA 9:00am- 2:00pm CA 9:00am- 2:00pm CA 9:00am-12:00pm	CA 8:30am-11:30am RC 9:00am-12:00pm	SY 8:30am-11:30am SY 8:30am-11:30am RC 9:00am-1:00pm CA 9:00am- 2:00pm CA 9:00am- 2:00pm CA 9:00am-12:00pm SE 9:00am SE 10:00am	SY 8:30am- 12:30pm RC 9:00am-4:00pm CA 9:00am- 3:00pm	SY 8:30am-11:00am SY 8:30am-11:00am CA 9:00am-12:00pm CA 9:00am-12:00pm SE 9:30am SE 10:00am
SE 1:00pm SY 1:00pm-4:00pm SY 1:00pm-4:00pm SE 1:30pm CA 2:00pm-6:00pm CA 2:00pm-6:00pm	SY 3:30pm- 7:30pm	CA 12:00pm-3:00pm CA 12:00pm-3:00pm RC 1:00pm- 7:00pm SY 2:00pm- 4:00pm SY 2:00pm- 4:00pm	SY 12:00pm-3:00pm SY 12:00pm-3:00pm SE 1:00pm SE 1:30pm	SY 12:00pm-3:00pm SY 12:00pm-3:00pm	SY 12:30pm- 4:00pm
RC 4:00pm-7:00pm SY 4:30pm-7:30pm SY 4:30pm-7:30pm	RC 5:00pm-8:00pm SE 6:00pm SE 7:00pm	SY 4:30pm- 7:30pm SY 4:30pm- 7:30pm SE 6:00pm SE 6:30pm	SY 3:30pm- 7:30pm RC 2:00pm-8:00pm		

COLOR KEY:
Blue – College Placement Testing
Red – ESOL Placement Testing
Green – Proctored Exams (Note: Only OSD exams proctored at CA).
Purple – ABE/GED/ESOL

Note: Cascade and Sylvania offer drop-in testing; Rock Creek and Southeast start at specific times.

Appendix 4   Placement Testing Survey Results

Took a Reading Test Today

	Counts	Percents	Percents 0 — 100
Yes	223	87.5%	
No	32	12.5%	
Totals	255	100.0%	

Took a Math Test Today

	Counts	Percents	Percents 0 — 100
Yes	226	89.3%	
No	27	10.7%	
Totals	253	100.0%	

Took a Writing Test Today

	Counts	Percents	Percents 0 100
Yes	211	84.7%	
No	38	15.3%	
Totals	249	100.0%	

Where did you first find out about the College Placement test (please choose one)?

	Counts	Percents	Percents 0 100
PCC Website	124	43.4%	
Other	80	28.0%	
Admissions Department	68	23.8%	
Contacting the Test Center	14	4.9%	
Totals	286	100.0%	

Where did you take your placement test today (please choose one)?

	Counts	Percents	Percents 0 — 100
Sylvania	140	49.0%	
Cascade	42	14.7%	
Rock Creek	1	0.3%	
Southeast Center	103	36.0%	
Totals	286	100.0%	

In general, which testing time would you find the most convenient (please choose one)?

	Counts	Percents	Percents 0 — 100
Afternoon	148	51.9%	
Morning	81	28.4%	
Early Evening (after 6pm)	56	19.6%	
Totals	285	100.0%	

Agree/Disagree with Following Statements

The Extent to Which Respondent Agrees (4=Strongly Agree; 3=Agree; 2=Disagree; 4=Strongly Disagree)	Strongly Agree	Agree	Disagree	Strongly Disagree	Totals	Mean	Mean 1 4
It was easy to find out where to take the test.	147 51.6%	125 43.9%	13 4.6%	0 0%	285 100%	3.47	
It was easy to find out when to take the test.	160 56.1%	116 40.7%	8 2.8%	1 0.4%	285 100%	3.53	
I was given enough information to prepare for the test.	115 40.6%	120 42.4%	46 16.3%	2 0.7%	283 100%	3.23	
The testing staff was courteous.	175 62.1%	105 37.2%	1 0.4%	1 0.4%	282 100%	3.61	
The testing staff was helpful.	167 59.2%	109 38.7%	5 1.8%	1 0.4%	282 100%	3.57	
I had enough room to use my test materials (such as scratch paper, calculator).	157 55.1%	114 40.0%	13 4.6%	1 0.4%	285 100%	3.50	
I was not distracted while taking the test (by outside noise, etc.).	130 45.8%	113 39.8%	31 10.9%	10 3.5%	284 100%	3.28	
The test instructions were easy to understand.	178 62.5%	102 35.8%	5 1.8%	0 0%	285 100%	3.61	
I did not feel rushed while taking the test.	198 69.7%	85 29.9%	1 0.4%	0 0%	284 100%	3.69	

Do you have any suggestions that may improve the testing experience for future students?

- No, everything went good.
- Don't stress, its not that hard
- no
- more information to prepare for the test

- good luck
- nope
- Speed up the narrator's instructions - I nearly fell asleep.
- The testing instructor spoke to much about the test prior to the test. The information became redundant and useless to me.
- Make sure that they know what they need to bring ahead of time. (Social Security Number, Drivers License and so forth.)
- Re-read sections
- maybe having a more sound proof room. A student came in crying because of a test result and it was very distracting. It then took me some time to get re-focused on the reading.
- none
- none
- no
- make the [person's name edited out] quit walking around while people are taking the test
- You guys are just fine!
- Make sure you have ALL materials necessary to take the test. Arrive EARLY!!
- no.
- shorten the explanation time
- make the math questions easier
- What the heck does "For all..." mean on the math questions??? Am I supposed to solve for x or what? Totally confused me and resulted in several questions of guessing and probably answering incorrectly. geh...
- Relax, it's easy!
- I took original tests at Sylvania campus and then retested with SE center. I have to take 3 tests over again as I didn't understand. when retesting here, the testing persons explained some of the computer quirkiness and I was able to get great scores second time. SE testing persons are very nice and made it comfortable and friendly to be here. Sylvania campus was not so nice or comfortable.
- It was better than I thought it would be - very friendly and calm atmosphere. They could use some new mouse pads.
- You guys were great!
- no
- No
- Nope. you guys are great.
- Post testing times more clearly online.
- Thanks a lot!
- Space is too small, I was constantly bumping legs with person on opposite station. Desk is setup so that keyboard and mouse need to be moved to use hand calculator or scratch paper effectively.
- none
- None. Seemed okay.
- Please make sure the testers in the outside room can know to keep it quiet. Also, when a tester comes in to set up a new student on the computer, make sure they understand to speak quietly so as to not disturb the test takers.
- Study hard...
- I don't have any suggestions, but I do like how you give students enough time to do their tests without filling rushed. Thanks!
- Make sure schedules are correct
- I was given a bit of a runaround because it was not obvious that retaking the placement test was the same schedule as taking the placement test. I showed up on the right day and time to be sent away and come back at the wrong time (probably because I did not take the time to explain properly to the tester why I was there). Nowhere on the web page or test schedule calendar that I found

was it clear that "make-up test" did not apply to the placement test.

- I AM A STUDENT AT JEFFERSON HIGH SCHOOL - NO INFORMATION ABOUT PREPARING FOR THIS TEST WAS GIVEN TO ME, SO I HAD BASICLZ NO IDEA WHAT TEST I'LL BE FACING. THIS SITUATION SCHOULD BE IMPROVED, MAZBE YOU SHOULD OFFER JEFFERSON STUDENTS A INFORMATION SHEET ABOUT PREPARING FOR THIS TEST
- Not that I'm aware of
- nope
- If possible, maybe allow students to bring water.
- Perhaps a method in which to determine your progress on the test. It doesn't really matter very much, however it would have been nice if it told you how many essays were left in the test.
- Air conditioning?
- For each campus, please show the location map to hold the test on the website.
- no.
- nope.
- no.
- Testing times should also go past 8pm to accommodate students who also work and are unable to attend in the morning. Bi-monthly would work perfectly for this. Just a suggestion :-)
- no.
- n/a

PCC Grid of NCTA Standards & Guidelines

	CA	RC	SE	SY
A. POLICY				
1. Develop **Mission Statement**	N	Wkg on it?	N	?
2. Adequate Financial Resources?	N	N	Y	Y
3. Adequate Physical Facilities?	N	N-Nd Distr Free	Y	Y
4. Diligent, Honesty, Integrity, Fairness?	Y	Y	Y	Y
5. EEOC, Afirm. Action, ADA & **local, state & Fed regs?**	Y	Y	Y	Y
6. Protect test integrity?	Y	Y	Y	Y
7. Protect examinee/staff confidentiality & privacy?	Y	Y	Y	Y
8. Adhere to testing co. requirements in test admin?	Y	Y	Y	Y
9. Adhere to other institution policies when proctoring?	Y	Y	Y	Y
10. Treat examinees fair, courteous, professional, non-discrimination?	Y	Y	Y	Y
11. Handle exam. concerns w/empathy & maintain security?	Y	Y	Y	Y
12. Make appropriate referrals to other campuses, resources?	Y	Y	Y	Y
13. Develop/implement guidelines for center ops & training?	N	N-In process	N	N
14. Evaluate testing program thoroughly on an ongoing basis?	N	N-In process	N	N
B. CONTRACTUAL AGREEMENTS				
1. Payment to institution or individuals as agreed by test center and test co.	Y	Y	Y	Y
2. Billing units are determined by agreement between test center and test co.	Y	?	Y	Y
3a. Paper proctoring - all hired staff paid TOKEN if examinees no-show.	N	N	N	N
3b. Computer proctoring - centers paid in FULL if examinees no-show.	N	N	N	N/A
4. Computerized testing res. May be handled locally or via central res ofc.	Y	N	Y	N
5. Testing center will cover liability issues.	?	N-Not addr.	??	N
C. STAFFING - Testing Ops Mgr (TOM):				
1. Primary institutional Contact w/Testing who coordinates/hires.				
1a/2a. Is employee of institution.	Y	Y	Y	Y
1b. Serves as administrator of record w/test co's.	Y	Y	Y	Y
1c/2b. Actively manages program and procedures even if not on-site.	Y	Y	Y	Y
1d/2c. Is knowledgeable about test policies and processes.	Y	Y	Y	Y
1e/2d. Is informed re all incidents during testing, problems, issues etc.	Y	Y	Y	Y

	CA	RC	SE	SY
1f. Maintains direct contact w/test co personnel.	Y	Y	Y	Y
1g/2e. Fulfills test co requirements for each program.	Y	Y	Y	Y
1h/2f. Maintains adequate staff to cover testing program demands.	Y	?	Y	Y
1i/2g. Has ultimate responsibility for test administration, adherence etc.	Y	Y	Y	Y
1j. Participates in professional development activities re: testing trends etc.	Y	Y	Y	Y
1k/2h. Conducts training for staff re: all aspects of testing and emergencies.	Y	Y/N - ?	Y	Y
1l/2i. Evaluates the program and all testing staff at regular intervals.	Y	N	Y/N	N

2. <u>Coordinator of faculty and depts.</u> that use test center svcs.
See above - incorporated into Section 1.

3. <u>Day/temp/casual Test administrators</u> and proctors MUST:

	CA	RC	SE	SY
3a. Attend general proctor or supervisor training.	Y	Y	Y	Y
3b. Proctor tests before becoming a room supervisor for national exams.	N	N	Y	Y
3c. Understand test security and implications of test irregularities.	Y	Y	Y	Y
3d. Read the testing manual for national exams and review procedures etc.	Y	Y	Y	Y
3e. Be reliable, punctual, detail-oriented and deal w/people in difficult sit's.	Y	Y	Y	Y
3f. Undergo performance evaluation at regular intervals.	N	Y	N-Not in Wrtng	N

4. <u>Office staff/secretaries/student personnel who assist</u> MUST:

	CA	RC	SE	SY
4a. Understand test materials security and confidentiality issues.	Y	Y	Y	Y
4b. Assist Manager w/assigned responsibilities.	Y	Y	Y	Y
4c. Review test procedures related to their assigned duties.	Y	Y	Y	Y
4d. Undergo performance evaluation at regular intervals.	N	Y	N-See above	N

D. INSTITUTIONAL REPRESENTATION & COORD.

	CA	RC	SE	SY
1. Testing program will be represented / supported at various college levels.	Y	Y	Y	Y

2. Test Centers must:

	CA	RC	SE	SY
2a. Develop working relationships on campus who authorize access to facilities.	Y	Y	Y	Y
2b. Coordinate w/appropriate staff to assure relevant svcs are provided/needs met.	Y	Y	Y	SY
2c. Communicate assessment goals/objectives across campus and in community.	Y	Y	Y/N	Y

3. To implement P/R activities on behalf of test center, it is important to:

	CA	RC	SE	SY
3a. Heighten awareness by providing flyers, brochures, web pages, corres., etc.	Y	Y	Y	Y
3b. Encourage appropriate use of testing services.	Y	Y	Y	Y

	CA	RC	SE	SY

4. To achieve positive reputation of admin. a variety of tests, centers MUST:

	CA	RC	SE	SY
4a. Develop effective working relationships w/faculty & depts.	Y	Y	Y	Y
4b. Collaborate and communicate w/faculty & depts re: policies & procedures.	Y	Y	Y	Y
4c. Maintain appropriate records (test logs, program stats, exam scores, etc.)	Y	Y	Y	Y

E. PHYSICAL ENVIRONMENT

1. To assure security of test materials, area where materials are stored MUST:

	CA	RC	SE	SY
1a. Be locked w/no insecure points of access (ie., windows, false ceilings, etc.)	Y	Y	Y	Y
1b. Have access limited to key testing personnel.	Y	Y	Y	N

2. At the test site, the Testing Ops Mgr and/or staff must:

	CA	RC	SE	SY
2a. Maintain a distraction-free environment; anticipate outside factors & take action.	Y	N-Not neccsly	Y	Y
2b. Consider room temp; attempt to correct.	Y	N-Not neccsly	Y	N
2c. Assure adequate lighting (using established guidelines).	Y	Y	Y	Y
2d. Provide adequate test room(s)/space for given volume.	Y	Y	Y	Y
2e. Provide seating & writing surfaces appropriate for volume, materials, ADA etc.	Y	Y	Y	Y
2f. Seat examinees according to test co. specs, to limit their view of others' work.	N	Y	Y	Y
2g. Check facility to assure readiness for testing.	Y	Y	Y	Y
2h. Have backup plan for emergency AND contact test co. when need to use it.	N	Y	Y	Y

3. Access to the test site requires that:

	CA	RC	SE	SY
3a. Adequate parking is available.	Y	Y	Y	Y
3b. ADA requirements are met.	Y	Y	Y	Y

4. Special Accommodations:

	CA	RC	SE	SY
4a. Test centers will provide persons w/disabilities w/ approved accommodations.	Y	Y	Y	Y
4b. If the accommodation is minor, the examinee may be tested w/other examinees.	Y	Y	Y	Y
4c. If extra time or distraction free is needed, a separate room must be provided.	Y	Y	Y	N
4d. For computerized testing, if a separate room is needed but not available, the test	Y	N	Y	N

(cont) s/b scheduled outside of regular testing. If not possible, the entire room will be
(cont) used for the ADA testing, and the test co. will pay for a minimum # of stations,
(cont) as specified by contract between the test center and test company.

5. Computer-Based Testing: Equipment & Space

	CA	RC	SE	SY
5a. Hardware & software requirements will be set at a basic level that allows usage by	Y	Y	Y	Y

(cont) multiple testing company programs.

	CA	RC	SE	SY
5b. Specific equipment may be dedicated for use by one company's programs.	Y	Y	Y	Y
bc. Testing space may be utilized by multiple test co's, simultaneously if needed.	Y	Y	Y	Y

	CA	RC	SE	SY

A. PAPER-BASED TESTING

1. Before the test, the Testing Ops Mgr and/or staff:

	CA	RC	SE	SY
1a. Schedule adequate trained staff and backup if possible.	Y	Y	Y	Y
1b. Perform facilities & equip. check for condition and security. Secure restrooms.	Y N-re:Restrms	Y	Y	N
1c. Receive/count materials; reconcile discrepancies.	Y	Y	Y	Y
1d. Divide materials per room assignments.	Y	Y	Y	Y
1e. Store materials securely.	Y	Y	Y	Y
1f. Prepare staff for administrations with thorough review of manual.	N	Y	N	Y
1g. Assure that all necessary equipment is in proper working order.	Y	Y	Y	Y
1h. Make appropriate campus contacts.	Y	Y	Y	Y
1i. Communicate necessary information to examinees.	N-walk-in tests	Y	Y	Y
1j. Assure proper reporting address on roster; reconcile errors.	Y	Y	Y	SY
1k. Display directional signs and room assignments on test day.	Y	Y	N/A	Y

2. To facilitate the admitting process, testing staff:

	CA	RC	SE	SY
2a. Admit examinees according to program requirements.	Y	Y	Y	Y
2b. Assign seats randomly according to program specifications.	Y	Y	Y	Y
2c. Call test company to resolve discrepancies.	Y	Y	Y	Y

3. To assure the best possible conditions and assure standardization of exam, staff:

	CA	RC	SE	SY
3a: Make general housekeeping announcements (locations of restrooms, etc.).	Y	Y	Y	Y
3b. Actively proctor test; take short breaks, but never leave room unsupervised.	Y	Y	Y	Y
3c. Maintain security of materials; watch exits, especially near break times.	Y	Y	Y	Y
3d. Observe examinees without being obtrusive.	Y	Y	Y	Y
3e. Report and handle irregularities, according to program requirements.	Y	Y	Y	Y
3f. Complete paperwork/seating chart.	Y	N	Y	Y
3g. Distribute and collect materials individually and reconcile counts at all times.	Y	N	Y	Y
3h. Assist with questions and completion of answer sheet info.	Y	Y	Y	Y
3i. Read instructions clearly and verbatim. Answer examinee questions accurately.	Y	Y	Y	Y
3j. Assure accurate timing.	Y	Y	Y	Y
3k. Call company immediately if necessary, to resolve questionable situations.	Y	Y	Y	Y

4. Following the test, the Testing Ops Mgr and/or testing staff:

	CA	RC	SE	SY
4a. Count and secure test materials before dismissing examinees.	Y	N	Y	Y
4b. Prepare reports/paperwork (vouchers, forms, etc.).	Y	N	Y	Y

	CA	RC	SE	SY
4c. Arrange pickup/shipping, as necessary (according to co. specs and local system).	Y	N Y-for State	Y	Y
4d. Retain test admin docs (ie. Rosters, seating charts, vouchers) for at least 1 yr.	Y	N	Y	Y
4e. Follow up on payments from test company, if necessary.	N	Y	Y	Y
4f. Handle staff questions and problems.	Y	Y	Y	Y

B. COMPUTERIZED TESTING

1. Before the test, the Testing Ops Mgr and/or staff:

	CA	RC	SE	SY
1a. Schedule adequate number of trained staff, per prog requirements; have backup avail.	Y	Y	Y	Y
1b. Unlock facilities; perform check of facilities and equip for condition and security.	Y	N	Y	Y
1bi. Check rest rooms for security.	N	Y	Y	Y
1c. Start administration computer and examinee work stations.	Y	Y	Y	Y
1d. Procedure needed materials from secure storage based on daily roster.	Y	Y	Y	Y
1e. Complete necessary forms, prepare scratch paper, assure special equip. is working.	Y	Y	Y	Y
1f. Prepare and test video, audio, and imaging systems.	N	Y	Y	Y
1g. Call tech support, if needed, to resolve system problems.	Y	Y	Y	Y

2. To facilitate the admitting process, the testing staff:

	CA	RC	SE	SY
2a. Start video and/or audio recording, if required.	Y	Y	Y	N
2b. Direct examinees to location for storing non-testing items.	N	Y	Y	N
2c. Admit and sign in examinees according to program specs.	Y	Y	Y	Y
2d. Collect required authorizations, vouchers, and forms.	Y	Y	Y	Y
2e. Obtain fingerprints, if required.	N	N	N/A	N/A
2f. Perform computer check-in functions based on program requirements.	N	N	Y	N/A
2g. Capture examinee's image on computer when required, or follow guidelines.	N	N	N/A	N/A
2h. Read general and specific program instructions to each examinee.	N	Y	Y	Y
2i. Distribute ancillary materials, ie. Scratch paper.	Y	Y	Y	Y
2j. Activate computer routines, as req'd by program; escort examinees to work stations.	Y	Y	Y	Y
2ji. Obtain verification of examinee (picture ID) and exam info.	Y	Y	Y	Y

3. For best testing conditions and standardization of exam, supervisor and staff:

	CA	RC	SE	SY
3a. Maintain security of questions, software and equip by actively monitoring /proctoring.	Y	Y	Y	Y
3ai. Restrict testing room access to examinees and testing staff.	Y	Y	Y	Y
3b. Perform required computer system functions, as needed.	Y	Y	Y	Y
3c. Handle questions and problems regarding procedures and directions only.	Y	Y	Y	Y
3d. Assure accurate timing of specific tests (ie., handwritten essays, etc.).	Y	Y	Y	Y

	CA	RC	SE	SY
3e. Monitor scheduled and unscheduled examinee breaks.	Y	Y	Y	Y
3f. Manage and report irregularities when they occur.	Y	Y	Y	Y
3g. Provide breaks for testing staff.	Y	Y	Y	Y

4. At the end of the exam, test staff:

	CA	RC	SE	SY
4a. Collect and verify materials and supplies.	Y	Y	Y	Y
4b. Perform examinee-related procedures specific to program, (ie. Score tests, etc.).	N-Self-Secures	Y	Y	Y
4c. Ensure confidentiality of exam results, if discussed w/examinee.	Y	Y	Y	Y
4d. Perform required system functions at individual workstation to end exam.	Y	Y	Y	Y

5. Following the test, the Testing Ops Mgr and/or staff:

	CA	RC	SE	SY
5a. Reconcile materials based on exam/examinee counts.	Y	Y	Y	Y
5b. Sort, label, and store materials.	Y	?	Y	Y
5c. Complete forms and send materials according to program specifics.	Y	N	Y	Y
5d. Retain and store copies of completed test session forms.	Y	Y	Y	Y
5e. Inventory and order forms, as needed.	Y	Y	Y	Y
5f. Perform end of day procedures.	Y	Y	Y	Y
5g. Lock facilities.	Y	Y	Y	N
5h. Complete and send materials and forms on weekly or monthly basis, depending on prog.	Y	N	Y	N

Testing and Assessment Goals
2007-2009

1. Testing Staff Team Building and Skill Building

Description: We have come a long way recently and have set a lot of goals. We will have completed our first Assessment Review, and plan to meet national professional testing standards. We need to start by creating a more cohesive team with regular meetings, follow-up communication, shared responsibilities, and an annual retreat to meet our goals and plan new ones.

Tasks: to be shared equally between all Testing Coordinators:
   a) Scheduling of Meetings
   b) Planning Agendas/Chairing Meetings
   c) Take and Distribute Meeting Minutes
   d) Follow Up on Tasks/Deadlines

Timeline: Spring 2007

Outcome: A more cohesive Testing Team, skill building, and successful attainment of goals.

2. Improve Outreach to High Schools

Description: Improve outreach to High Schools and the Community.

Tasks: a) *Purchase Asset site licenses to use as a portable assessment tool for High School testing (this will also allow us to use Asset as a backup to Compass testing as well).

Timeline: (Depends on the Description, and the Outcome…)

Outcome: Increase FTE and improve community relations.

*Note: Linda Reisser wanted to discuss this further with Craig Kolins before going forward with Asset.
*Note[2]: Roberto Suarez stated that the College Placement tests are not intended to assess anything except for entry into college.
*Note[3]: Lee Miller wants to be the point of contact for follow-up.

3. Improve Communication for Incoming Students

a. **Description**: Students need to prepare before testing to save them time and money.

    Tasks: a) Pre-testing overview, including ALL basic testing information (SE Center only before each placement test) Done.
          b) Create a testing webpage to answer questions re: placement testing. Done (Spring 2006 via Test Coordinators)
          c) Create a brochure. Done (Diane Mulligan)
          d) Diane Mulligan: Add brochure to PCC admissions process

    Timeline: (Diane Mulligan?)

    Outcome: Students will be more aware that the college placement testing process is important with regard to their time and money. They may take more time to prepare for testing.

b. **Description**: Publicize Compass workshops offered by Career Pathways.

    Tasks: a) Dianna Everitt: Meet with Lori Conover to update current Compass test presentation for Career Pathways program, including new ESOL Testing Overview. Discuss publicizing possibilities, issues, etc. Add test prep information and links to Testing WebPages.

    Timeline: Summer 2007.

    Outcome: Students will be more aware that of the Compass workshops offered by Career Pathways. The pre-test presentation will be current and be on the PCC testing website.

4. Develop Consistent College-Wide Testing Reports and Forms

    Description: Develop consistent college-wide Testing Reports and Forms for each Testing Center to use, as each center currently uses their own report formats and gathering data is time-consuming.

    Tasks: a) Dianna Everitt: Create a Testing Report format (in Excel) and share with other Test Coordinators.

    Timeline: Spring 2007

    Outcome: All Campuses will be able to keep consistent testing records so reporting will be fast and accurate.

5. **Develop and Implement Consistent Testing Procedures College-wide**

    Description: National College Testing Association (NCTA) requires specific testing procedures to meet professional testing guidelines. All PCC campuses need to meet these requirements, and procedures and forms need to be consistent before training of casual staff (which is another NCTA requirement – See #6 below).

    Tasks: Develop a complete Testing Manual of PCC tests, policies, procedures and forms:
    a) Vilma Paquio: College Placement Testing Procedures and Forms.
    b) Dianna Everitt: ESOL Placement Testing Procedures and Forms.
    c) Lee Miller: Make-Up Exams/Distance Learning Proctoring Procedures and Forms.
    d) Diane Dorn: Other/Specialty Tests Administration Procedures and Forms.

    Timeline: Fall 2007

    Outcome: All Campuses will be ready to implement the next step towards meeting NCTA professional testing guidelines, and to begin the next phase, which is training of all Testing Staff, including Casual staff in the procedures.

6. **Conduct Training for all Testing Staff, including Casual Staff**

    Description: National College Testing Association (NCTA) requires that ALL Testing Staff receiving training in testing procedures in order to meet professional testing guidelines. This needs to be done before the next phase of the NCTA requirements will be met (which is ongoing Evaluations of all Testing Staff, including Casual Staff – See #7 below).

    Tasks: Using consistent, college-wide testing procedures (#3 above), conduct training of all Testing Staff, including Casual Staff.
    a) All Testing Coordinators: Train current Casual Testing Staff, and conduct ongoing training as necessary, incl. new hires.

    Timeline: Spring 2008

    Outcome: All Testing Staff will have the necessary training to cover various types of testing so we may offer more testing services, qualify for NCTA professional testing guidelines, and be prepared for a steady increase in customers and revenue to the college.

7. Develop a Casual Staff Evaluation Form and Conduct Evaluations

Description: National College Testing Association (NCTA) requires that ALL Testing Staff, including Casual Staff receiving regular, ongoing evaluations in order to meet professional testing guidelines.

Tasks: Develop a standard Casual Staff evaluation form and procedures acceptable to NCTA standards.
>   a) Diane Dorn (?): Develop Casual Staff Evaluation form
>   b) All Testing Coordinators: Develop procedures for evaluations.
>   c) Implement Casual Staff Evaluations per procedures

Timeline: Summer 2008

Outcome: All Campuses will be able to evaluate Testing Staff, including Casual Staff per NCTA guidelines, as well as to prepare/complete upgrades to Testing Centers (per Assessment Review Recommendations in Summer 2007) for application to NCTA for professional proctoring status and increased revenues to PCC via the Professional Testing Centers.

OFFICE OF STUDENTS WITH DISABILITIES

ACCOMMODATED EXAMS

BACKGROUND

Portland Community College students who experience disabilities may require testing accommodations such as time extensions, moderate and severe distraction-reduced sites, aides to read aloud exam questions and transcribe answers, and specialized equipment such as word processors with adaptive features and print enlarger machines (CCTVs).

Central Office for Students with Disabilities (OSD) works closely with Campus Testing Centers to ensure that students receive appropriate accommodations on their college placement tests and general course exams. Central OSD's Coordinator of Access Resources consults with testing staff on how to best meet accommodation requests and provides the specialized staff for both types of exams. Furthermore, she coordinates the department's Test Proctoring Services, ensuring a consistent accommodated course exam request process throughout the district.

CURRENT STATUS OF SERVICE

Cascade Campus
1.0 Campus Testing Center Facilities and Services
      1.1 Large Testing Area
            1.1.1   _#_ seats for make-up exams. OSD students who only need a time extension and can tolerate visual and auditory distractions may use this service.
            1.1.2   Availability: approximately fifteen hours (Monday – Thursday); no evening or weekend service.

      1.2 Private Testing Area
            1.2.1   One workspace; room must be shared with the college's GED Testing Center's accommodated exams.
            1.2.2   The small space is not adequate for an electric wheelchair or an aide. The workspace cannot fit specialized equipment (such as a CCTV). The room does not have adequate ventilation. A large security window is directly across from a noisy reception desk and staff office area. The workspace must be opposite the window to avoid visual distractions but persons in wheelchairs have difficulty pulling up to the space. The door leads out to the general hallway, not into the Testing Center office, which poses a security risk.
            1.2.3   Availability: approximately six hours during the week (Tuesday – Friday); no evening or weekend service.

2.0 Support Provided by Central OSD
    2.1 Staffed a separate testing room on a temporary basis during Winter and Spring 2007. This room is slated for other purposes after June final exams.
        2.1.1 The room is located on the same floor as the Campus Testing Center. There are five workspaces but the room must be closed to other students when one needs a severe distraction-reduced exam or to use an aide.
        2.1.2 Availability: 32 hours (Monday through Thursday); no evening or weekend service.

Rock Creek Campus
1.0 Campus Testing Center Facilities and Services
    1.1 Large Testing Area
        1.1.1 _#_ seats in general testing area. OSD Students who only need a time extension and can tolerate visual and auditory distractions may schedule their exams in this room.
        1.1.2 Availability: approximately nine hours during the week (Monday – Friday); no evening or weekend service.

    1.2 Private Testing Area
        1.2.1 There is no private testing area.

2.0 Support Provided by Central OSD
    2.1 Employs an aide to assist the regular Campus Testing Center staff in proctoring accommodated exams.
    2.2 Reserves various rooms around campus for severe distraction-reduced exams or students requiring an aide.

Southeast Center
1.0 Campus Testing Center Facilities and Services
    1.1 Private Testing Area
        1.1.1 One workspace with ample room for a student using a wheelchair and an aide. The workspace is opposite the door and security window so students using wheelchairs may pull directly up to the space, and students with distraction issues aren't disturbed. Noise may be an issue when the large testing room is being outside.
        1.1.2 Availability: approximately nine hours per week (Monday – Friday); occasional evening sessions; no weekend service.

2.0 Support Provided by Central OSD
    2.1 No additional services have been requested.

Sylvania Campus
1.0 Campus Testing Center Facilities and Services
    1.1 Large Testing Area
        1.1.1 _#_ seats in general testing area. OSD Students who only need a time extension and can tolerate visual and auditory distractions may schedule their exams in this room.
        1.1.2 Availability: approximately nine hours during the week (Monday – Friday); no evening or weekend service.

1.2 Private Testing Area
    1.2.1   There is no private testing area.

2.0 Support Provided by Central OSD
    2.1 Staffs a large Resource Center (ST 228) with nine sites; one site has a computer with internet access and one site has a print enlarger machine. When a student needs to take a test using the internet and an aide, the room must close down and not be available to any other students.
    2.2 Staffs a private testing area (ST 202) that has a worktable and a separate table for a computer without internet access. The room must be shared with the district's audio text recording production staff.
    2.3 Availability: approximately 32 hours per week (Mondays – Thursdays); one evening until 6:00pm; no weekend service.

RECOMMENDATIONS

The concept of Universal Design strives for inclusiveness and the design of environments to be used by all people to the greatest extent possible. A key principle is to avoid separate and stigmatizing solutions. Given those parameters, the following recommendations are presented:

1.0   Provide accommodated course exams on the same day as an instructor administers the exams to the general class.

        The college has recognized the value of offering evening and weekend classes that fit into students' busy lives. We cannot expect these evening and weekend students who experience a disability requiring testing accommodations to sacrifice time from work or pay for additional childcare in order to come onto campus during the weekday when accommodated exams are available.

2.0   Provide accommodated course exams in the Campus Testing Centers. This is the most natural setting for this activity and avoids stigmatizing OSD students, it is a far more efficient use of college staff and resources, and avoids confusion for students and instructors.

3.0   Provide testing sessions that are adequate in length to accommodate longer classes and double-time (i.e., 3-hour night class x 2 = 6 hours).

4.0   Offer a consistent, easy request system throughout district that takes no more than three working days.

        Current request deadlines are three working days for Central OSD's Sylvania Resource Center to one week. Often tests must be rescheduled due to lack of space or a session available when requested.

5.0   Develop a consistent record-keeping system of accommodated course exams provided at each campus.

6.0   Provide appropriate testing sites.

        6.1   Physical Space

6.1.1 Dimensions must be adequate to allow students who use wheelchairs enough room to maneuver and close the room door themselves.

6.1.2 Sound-proofed to avoid auditory distractions.

6.1.3 One small glass window in the door to ensure test security and no other visually distracting features (such as signs or pictures).

6.1.4 Adequate ventilation/filter system.

6.1.5 Building materials meeting current best practices to support students with respiratory and chemical sensitivity issues.

6.1.6 Workspace and furniture

    6.1.6.1 Located opposite the door so that students using wheelchairs can move directly to the space, and students with distractibility issues are not disturbed by the security window in the door.

    6.1.6.2 Adjustable space to fit various chair heights.

    6.1.6.3 Adequate space for an aide to work next to the student and to fit specialized equipment (such as a CCTV).

    6.1.6.4 Computer with adaptive technology features; internet access should be available (for COMPASS) but easily disconnected for non-internet exams.

    6.1.6.5 Electricity for multiple pieces of specialized equipment (tape recorder and CCTV).

    6.1.6.6 Ergonomic chair with detachable arms.

6.1.7 Other

    6.1.7.1 Secured site to store students' personal belongings while testing.