The Testing Center
School Year 2009-2010

Part I. Quantitative Indicators for Program Review

Demand (data from Fall, 2009)
1. Campus Enrollment (FTE): 1268
2. Student headcount: 2316
3. Faculty: 64, Lecturers: 39

Efficiency
2. Hours of operation per week
   During regular semester periods: 52 hours
   During Summer: 40 hours
   The Testing Center was closed during Winter and Spring Breaks.

3. Number and description of staff
   1 TTC Manager. Full-time APT position.

4. Student help hours per week
   During regular semester periods: 50 hours
   During Summer Sessions: 30 hours

5. Number of placement tests administered (per year, July 1-June 30)
   1,370

6. Number of Distance Learning tests (for DL courses and non-system testing; per year, July 1-June 30)
   2,423

7. Local campus tests proctored (per year, July 1-June 30)
   4,230

8. Testing seats per student FTE.
   21:1268 (12 desks plus 9 computer stations)

9. Testing Budget/College Budget (Include personnel, equipment, and supplies)
   Manager: 45,000.00
   Student Help (G-funds): 15,000.00
   Supplies: 0.00
   Total: $60,000.00

   College Budget: $12,109,482.00
   Testing Budget/College Budget: .005

Outcomes
10. Satisfaction measurements (Scale of 1 to 5, 1=Strongly Disagree, 5=Strongly Agree))
   • The Testing Center staff is friendly and helpful: 4.7 (94%)
• The hours of the Testing Center meet my needs 4.6 (92%)
• The atmosphere at the Testing Center is conducive to testing 4.8 (96%)
• The services at the Testing Center are satisfactory 4.8 (96%)

10a. Distance Learning instructors were surveyed to assess their satisfaction with TTC services. They were asked to rank their satisfaction on a scale of 1-5, with 5 being the highest. Of 65 instructors surveyed, we received 28 responses. The average rating was 4.98.

Part II: Analysis of Unit
This program is rated “Healthy” in all four indicator summary areas: Overall Program Status, Overall Program Demand, Overall Program Efficiency, and Overall Program Outcome.

It should be noted that Overall Program Demand is a difficult standard to define, since demand fluctuates greatly based on instructors’ testing needs. Placement testing has a relatively steady demand, but, from one semester to the next, instructors may have more or fewer students needing retesting or may want more (or less) whole-class testing done in TTC. Besides, how does one determine “healthy” demand? From one point of view, a demand for 500 test per week for a campus of 2000 students would be a healthy demand, since it keeps TTC busy. On the other hand, another point of view would say that that level of demand was unhealthy in that it shows that too many students need retesting. From an outside point of view, demand for testing services could be seen as an unnecessary indicator since services must be available for students who need them, so TTC is like the Fire Department: it must be there when you need it, even though there are few fires.

The Testing Center began operations on May 25, 2009. TTC was formerly The Learning Center, housed in Hale Manaleo which was demolished to make way for the new Library Learning Commons. When that building is completed, TTC will move there.

Part III: Action Plan for 2010-20011

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<th>Outcome</th>
<th>Means of Assessment &amp; Criteria for Success</th>
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| 1.0 Provide access to testing services | 2.1 Provide services for distance education courses. | 2.1a Instructors will rate TTC DE testing services as “Excellent.” | MoA: bi-annual survey  
CfS: 90% satisfaction level |
| | 2.2 Provide sufficient open hours for testing | 2.2a Students will rate TTC open hours as “Excellent.” | MoA: bi-annual survey  
CfS: 90% satisfaction level |
| | 2.3 Provide an atmosphere conducive to testing. | 2.3a Students will rate TTC atmosphere as “Excellent.” | MoA: bi-annual survey  
CfS: 90% satisfaction level |
PART IV: Budget implications

• The Testing Center is requesting an additional 20 hours of student help for the upcoming years in order to provide better proctoring services and to provide full coverage in the event of personnel illness, time off, meetings, etc.

• In order for the new Library Learning Commons to be equipped and meet the learning needs of the digital age student, a total funding of $1.5M for computer, AV and other electronic equipment is needed. This includes

• Basic LLC infrastructure estimated at $442,000 for items that were not allowable in the LLC building CIP. This includes LCD projectors, flat-panel screens and all other electronic equipment in all study rooms, conference rooms, and the classroom, recording studio, new media lab, training and demonstration room, coffee shop, testing center, and speech lab. This equipment is not allowed to be purchased with building CIP funds as the only electronics items allowable are the “active components” of the telecommunication system and the installed mounted speakers.

• $1.05M for computers, printers and AV and other electronic equipment for the information commons, classroom, instructional video studio, audio recording booth, control room, new media lab, conference room and other areas of the Library Learning Commons. This additional equipment cannot be purchased with CIP funds.