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Weber State University Testing Center

Mission Statement

The Testing Center serves students, faculty, staff and community members by administering exams in a safe, secure, and supportive environment while remaining in compliance with National College Testing Association (NCTA) and Weber State University (WSU) standards.

Goals

- Effective training for all personnel in Testing Center concerning the Testing Center Policies and Procedures Manual.
- Continuous assessment of proctors, services, facilities, policies, and procedures.
- Collaborative dialogue with internal and external entities to effectively conduct and improve testing methods.
- Diligent exploration of technological innovations that improve test administration.
- Thoughtful formulation and pursuit of learning outcomes for Testing Center personnel.



History of Weber State University Testing Center

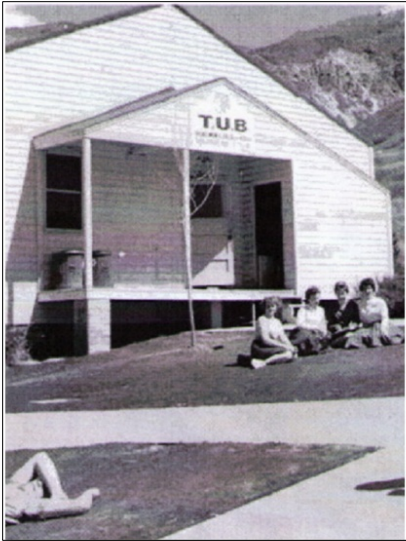
Dr. Ralph Marsden became the Director of Testing and Psychological Counseling in the late 1950's as part of WSU Academic Affairs. Wayne Flitton was working at the center as he was preparing to graduate in 1968. Dr. Marsden asked Wayne to stay on and continue working with them as a counselor in the office after graduation. At that time, GED®, aptitude, personality, and IQ were the only type of tests being given in the center.



Wayne Flitton

In the late 1970s, when Dr. Marsden was preparing to step down as director, Wayne wrote a proposal to separate Psychological Counseling and Testing. It was at this time that the Testing Center became an entity of its own. About the same time, a couple of professors on campus

instituted a pilot program to administer academic tests in the Testing Center. This was the beginning of academic testing at Weber State College, and Wayne was the Director of Testing until his retirement. By the time he retired in 2000, Weber State College had gained university status. Since that time, Prasanna Reddy has been the Director of Testing in addition to Tutoring and Supplemental Instruction Programs.



The TUB

During the early years, The Testing Center was housed in the Temporary Union Building (TUB) which was a barrack-type building. The Testing Center moved to a couple of different sites before settling down in the basement of the Stewart Library for several years. The main Testing Center has been in the Student Service Building since 1995. Beginning in 1981, other satellite testing centers were opened in the Science and Social Science Learning Centers. Eventually, a testing center was also placed at the WSU Davis campus in Layton. Other satellite centers soon followed in Kaysville, Morgan, Pleasant View, and Roy.

The Davis Testing Center originally opened in 1996 when the Davis campus was located on Antelope Drive. It was moved to the Gordon Avenue location in June 1997 before being moved to its present location when the newly constructed Davis campus opened in September 2003. Leslie Loeffel has served as Director of Academic Support over Davis since that time. The Kaysville Testing Center was housed at the Davis High School for the school years 2007-2008 and 2008-2009 and was available for ChiTester only. It is currently closed due to low usage and scheduling constraints.

WSU's West Center in Roy opened its doors in 2001. Two computers placed in the lobby were used for *ChiTester* and manned by continuing education personnel until the building was remodeled in 2005, and a testing center was designed and built to accommodate students attending classes at the West Center. Both the Davis and West campus Testing Centers operate under the auspices of the Davis Learning Center.



Becky Sneddon, Jeanne Sanchez, Clayton Oyler, Marie Kotter, Carl Porter, Cheryl Harralson

The North Testing Center was located in Pleasant View for a short time, but poor network quality interfered with *ChiTester* and resulted in low usage. The center, therefore, was closed. Morgan Testing Center has been operating since approximately 2003 administering both *ChiTester* exams and ACCUPLACER.



Tammy Critchlow, Leslie Loeffel, Prasanna Reddy, Hyrum Allen

The success of the Testing Center can be attributed to the administrators, directors and coordinators over the years.

WSU testing is part of Academic Support Centers and Programs currently in the division of Student Affairs. Originally everything in the Testing Center was done manually, including signing in and scoring. This was not always the most secure way of verifying students had actually taken a test.



Tracey Smith

With the increased use of personal computers in the early 1990s, the Testing Center started logging students into Student Admissions and Registration System (STAARS). Shortly after, the Testing Center started using a program from Brigham Young University (BYU) called the System Computer Assisted Online University Testing (SCOUT). program would not only log students into the computer to verify they had taken an exam, but also print an answer with their personal information, class, instructor and test. the students had completed their exams, the testing



Laurie Huntington, Brenda Cheever

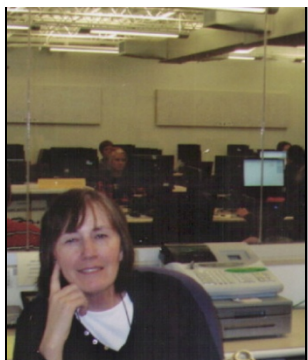
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personnel would scan their answer forms. Further, the program had the capability of giving students their results immediately at the instructor's request. In 2005, the Testing Center started using Digital Desk which was similar to SCOUT.



**Karen Stock, LeeAnn Mortensen,
Marilyn Cragun, Claire Nye**

With the technical knowledge of Eric Jacobsen and a team of programmers here at WSU, Computer Based Testing (CBT) was introduced to the Testing Center. Originally eight Web Tester computers were placed in the Social Science Testing Center. *ChiTester* and Web Tester, its predecessor, have been used at WSU since 1998. Due to the popularity of CBT, the Lampros Testing Center was added to the testing centers on



**Terry Wright
Lampros Testing Center**

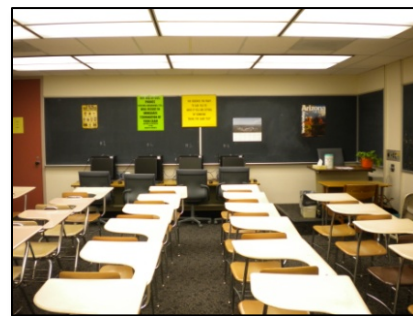
campus in 2004. Between all WSU Testing Centers, students have access to nearly 170 computers at seven different centers at WSU to take exams.

All interactions with *ChiTester*, whether it is students taking exams, instructors submitting exams, instructors accessing exam results, or managers enrolling new instructors, occur online. *ChiTester* is also being used at university campuses throughout the U.S. and New Zealand by private commercial test delivery companies and by human resources divisions in major corporations for employee training and assessment.

ChiTester is owned and distributed by Chi Squared Software, Inc. Complete, current information about *ChiTester* can be found at <http://chitester.weber.edu>. This is the active site at Weber State University where hundreds of instructors test thousands of students every semester. Temporary access for potential licensees is available on a selective basis.

In the spring of 2009, Testing Center personnel approached *ChiTester* developers to see if they could write a program for pencil/paper testing. They took the challenge and by summer had a prototype for pilot testing. By Fall Semester of 2009, Paper Chi took the place of Digital Desk.

The Testing Center offers a variety of standardized tests for the purpose of placement into appropriate courses, admission to academic programs, assistance in choosing a career or major, and assistance with college or personal adjustment. Tests are also administered for various academic departments on campus and for WSU Independent Study courses.



Natural Science Testing Center

Services offered by the Testing Center include a wide variety of exams ranging from placement exams to college entrance exams and course-based tests. Currently, WSU Testing Center administers over 200,000 tests per year interacting with more students than most other departments on campus.

Weber State University is one of the most active e-learning institutions in the nation, and the Testing Center has substantially supported the achievement of this status.

Summary

The popularity of the WSU Testing Center is proven by the fact that several new locations have been established, and the number of tests administered has increased dramatically. The Testing Center provides faculty members more time for lectures and gives students the ability to schedule their exams at their convenience.

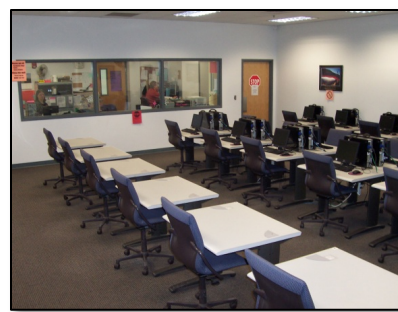
Student Services Testing Center



Social Science Testing Center



Davis Testing Center





Core Programs and Services

Core Purpose of Each Program and Service

The Testing Center provides a wide range of services to students, faculty, staff, and community members. Their primary function is to administer exams in a manner that encourages student learning and respect for all. Integrity and security must be maintained for all tests in compliance with National College Testing Association (NCTA) and Weber State University standards.

Core programs consist of the following:

ACCUPLACER

ACCUPLACER is the placement test that consists of Math, Reading Comprehension, and Sentence Skills. WSU requires students whose ACT Math scores are below 22 or whose Math score has expired after two years to take ACCUPLACER before registration. Students with no ACT English scores are also required to take the Reading Comprehension and Sentence Skills tests before they register.

Test results are received immediately although registration holds will not be removed until the next business morning. Placement testing with ACCUPLACER has expanded to many universities across the country. Students can use these facilities upon request to complete placement testing before applying to Weber State University. All services are coordinated by the Lampros Testing Center, which will be the Union Testing Center after Summer of 2010.

American College Testing (ACT)

The ACT is administered on six national test dates each year. Participating colleges may use the residual testing program for their enrolled or admitted students. These tests are designed to assess students' general educational development and their ability to complete college level work. The multiple choice tests cover four skill areas: English, Mathematics, Reading and Science. The tests emphasize reasoning, analysis, problem solving, and the integration of learning the kinds of tasks that college students are expected to perform.

The National ACT registration is online and the test is given in the Social Science Building on scheduled testing dates. The secretary in the Student Services Testing Center coordinates the tests for ACT.

American College Testing (ACT) Residual

The ACT Residual test is the same as the National ACT and is only offered to potential students of Weber State University. The score reports cannot be sent to any other college or university. Scheduling and registration is completed at the Student Service Testing Center. The Residual ACT is given on the first Wednesday of each month. Pre-registration is encouraged, but on-site registration is also permitted.

ChiTester Computer Based Testing

ChiTester is a system of test management and allows for delivery via computer. Test questions can be up loaded from a file and be input directly to *ChiTester* or a word processor. Instructors set up accounts where they can manage exams. Tests are scored by the computer immediately. Students may see their results instantly, depending on the wishes of the instructor. Students are subject to the same Testing Center rules and policies as those for Paper *ChiTesting*.

ChiTester Paper Chi

Procedures for administering paper tests at all Testing Center locations are:

1. Printed tests are brought in advance with the adequate number of tests to be administered. The instructor fills out the Testing Center Information Sheet with detailed information for test input. Tests delivered between 8:00 am and 11:00 am will be available by 2:00 pm. Tests delivered between 11:00 am and 2:00 pm will be available by 4:00 pm. Tests submitted after 2:00 pm will not be available until the following day.
2. The students are tracked by their W numbers in the Paper Chi system. The system associates tests and the course with the students' W numbers. All students are required to know their W number before they can test. Also, each student is required to have a current picture ID (driver's license or student ID). There are no exceptions for testing. If students do not have such identification, they are not allowed to test.
3. The Testing Center no longer print reports. Instructor reports and student reports are received through the university portals. Instructors set up accounts where they can manage and archive their exams.

Collegiate Assessment of Academic Proficiency (CAAP)

CAAP is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs. CAAP satisfies accreditation and accountability by measuring students' achievement levels. CAAP compares students' achievement levels with national user norms and evaluates the strengths and weaknesses of general education programs. CAAP determines student eligibility for upper-division studies and advises individual students how to achieve academic success. The Student Services Testing Center schedules and administers the CAAP.

Career and Personal Counseling Tests

Tests to help students in choosing a career or major and tests to help determine personal concerns are administered in the Student Services Testing Center and the Davis Testing Center on an as-needed basis. To take these tests, testers must bring a referral form from a counselor in Career Services or Counseling and Psychological Services. The paper tests are administered at both centers but scored only at the Student Services Testing Center. After scoring, they are recorded and delivered to the Career or Counseling Department. Both the Davis Center and the Student Services Testing Center administer the exams.

Collegiate Learning Assessment (CLA)

CLA charts the knowledge of freshmen and compares it to the knowledge of seniors at an institution. Coordinated through Institutional Research, the exam is part of a WSU mandate. The assessment is given each Fall and Spring Semester. The CLA exam is about 90 minutes in length. The students either take the Performance Task test or the Analytic Writing Task test. The test is taken on the computer and the program randomly distributes the exams to students so that there is an equal distribution of tasks between the Performance Task and the Analytic Writing Task. CLA is scheduled at the Davis, Lampros and Student Services Testing Centers.

College Level Examination Program (CLEP)

CLEP exams are administered at universities nationwide to give college credit to those whose scores meet the requirement. The 34 exams allow people who have acquired knowledge outside the usual educational settings to show that they have learned college-level material so they can bypass introductory college courses and focus on advanced course work. CLEP exams are scheduled and administered at the Student Services Testing Center.

Disability Assistance in Testing

Various accommodations are provided to students with disabilities. Services include provision of a reader or an assistant to record responses for tests, provision of tests on cassette tapes in Braille or in large print, and magnified screens for testing. Many special accommodations are provided by the office of Services for Students with Disabilities. This office coordinates all testing with the faculty and campus Testing Centers to accommodate the special needs of these students. Test administration is done at the Disabilities Service Center.

General Education Development (GED®) Test

GED® is a national high school equivalency exam. A Utah High School Completion Diploma is awarded upon successful completion of the GED® Test. GED® testing is on a “first-come first-served” basis. Only 20 test-takers are allowed to test at any given time. The GED® Test takes approximately 8 hours to complete. A current government-issued photo ID is required both days. Acceptable forms of identification are a driver’s license, passport, or military identification.

For retests involving out-of-state records, a request for official GED® records must be sent directly to the Utah State Department of Education. Previous scores must be input before testing may occur. Weber State University can process requests for past GED® Test scores. A special form must be completed and a government-issued photo ID must be presented. Costs for record requests vary. GED® Testing is only administered at the Student Services Testing Center.

Reference *Appendix A-1*.

Kryterion Tests

Kryterion offers an alternative to traditional testing methods. It is a national company that gives online certification exams for an assortment of companies and municipalities. Online secured testing technology delivers tests in a variety of formats and manages test taker data. All the tests are scheduled through Kryterion Network which is accessed through the internet. Appointments are made through Kryterion only, and WSU proctors must be certified by Kryterion. The exam is only given at the Student Services Testing Center.

The Law School Admission Test (LSAT)

LSAT is a half-day, standardized test administered four times each year at designated testing centers throughout the world. American Bar Association approved law schools require applicants to take the LSAT as part of their admission process. The LSAT is designed to measure skills considered essential for success in law school. Students register through LSAT's website.

The Miller Analogies Test (MAT)

MAT is a graduate school selection test of analytical ability that requires the solution of problems stated as analogies. The MAT consists of 120 partial analogies to be completed within 60 minutes. The test measures the ability to recognize relationships between ideas, fluency in the English language, and general knowledge of the humanities, natural sciences, mathematics, and social sciences. All MAT exams are scheduled in advance, by appointment over the telephone or in-person at the Student Services Testing Center.

Off Campus Tests

Tests from other universities are given at the Student Service Testing Center. A fee of \$20.00 per test is charged. Each university approves WSU as a center by completing a proctor verification form. The exam is then either mailed or e-mailed by the institution to WSU Testing. Specific instructions are included. Both computer and paper-based tests are offered. The tests are scheduled through the Student Services Testing Center and the Davis Center.

Pharmacy College Admission Test (PCAT)

The PCAT is a specialized test that helps identify qualified applicants to pharmacy colleges by measuring general academic abilities and scientific knowledge necessary for the commencement of pharmaceutical education. Students register through the national website.

Police Officers Selection Test (POST)

The POST test is used by the Weber State Police Academy and other police officer training programs in Utah as a selection criterion for entrance into their programs of study. The test is made up of four separately timed test sections. The test is scheduled and administered at The Davis Center and Student Services Testing Center. The Student Service Center allows

examinees to test without an appointment at 2:00 pm or 6:00 pm on Wednesdays. Davis Center has more open times but suggests making an appointment by phone.

Praxis

The Praxis Series tests are comprised of the Praxis I Pre-Professional Skills Tests which is designed to measure basic skills in reading, writing, and mathematics. The Praxis II Subject Assessments measure knowledge of specific subjects that K-12 educators will teach. All registration is completed online.

Scholastic Aptitude Test (SAT)

SAT I and SAT II are admission and placement exams administered by the College Board, a national, nonprofit association. SAT I tests areas of academic skills, aptitude, writing and reading skills. The test is administered seven times a year. The College Board helps contribute to the success of students preparing for higher education.

SAT II is sometimes required or recommended for placement purposes or admission into specific programs. All registration is online and the scheduled tests are given in the Social Science Building. The secretary at the Student Services Testing Center co-ordinates both SAT I and SAT II tests.

Western Governors University (WGU) Tests

Western Governors University is a non-profit virtual college founded by the governors of 19 western states. It offers highly personalized degree programs primarily through competency assessments. Western Governors University has no required courses – instead, students prove their understanding with assignments and exams. Students who are already competent in a particular subject may prove their knowledge immediately. Mentors create a personal study place for each student. Multiple locations provide testing services for these students. The Social Science Testing Center schedules and administers all Western Governors exams for the university. WGU schedules the test times.

Alignment with the Mission and Goals of WSU, the Student Affairs Division, and the Testing Center Department

1. The Testing Center serves the mission of Weber State University by providing “...a variety of support services” to aid those with particular needs.
2. The Testing Center serves the overarching priorities of the Student Affairs division by focusing on academic integration and collaboration in a manner that values respect, civility, and diversity.
3. The Testing Center promotes the mission of Academic Support Centers and Programs by providing testing “Through collaborations on and off campus and implementation of best practices...”
4. The Testing Center serves its mission by serving students, faculty, staff, and community members. Policies and procedures have been formulated and implemented by the core

programs and services and administered under the National College Testing Association and Weber State University standards. Staff and technicians maintain and operate a high level of efficiency. New technology is integrated and systems and procedures are always under review.

Testing Center Policies for Students

Testing Centers are meant to be controlled environments. The policies are essential for preserving the integrity of the university. All policies are adapted from national standards for college testing, in accordance with the National College Testing Association. See *Appendix A-2* for more information on policies.

Advertisement of Services

All the services listed above are advertised on WSU's Testing website. Hours of operation, policies, procedures, and test center locations are listed and updated. Aside from communication with departments, this is our primary form of advertisement. We also participate with Orientation, campus tours, and are part of a filmed segment shown to new faculty.

Outreach to Students and the Community

Over 300 ACCUPLACER exams are arranged to be administered outside of our region every year. These tests go out to all 50 states, as well as various countries around the world. The most common locations include military bases in Kuwait, Iraq, and Afghanistan, as well as South Korea and Japan. ACCUPLACER tests are provided to many LDS missionaries around the globe.

For the community, the Testing Center works with the high schools to help them provide ACCUPLACER exams to their students. The department hosts ACCUPLACER sessions for Ogden and Ben Lomond High Schools in particular, and provides administrative training for high school advisors at every high school in Weber and Davis Counties. There are plans to expand this to Box Elder and Morgan Counties as well.

The GED® exam is, perhaps, the greatest community service. Although it can be a recruiting tool, WSU's GED® stays a part of the core programs because of the impact it has on our region. WSU gives more GED® exams than any other institution in Utah. Twice the number of Spanish language GED® exams are administered at WSU compared to other locations in the state.

The department has also developed a closer relationship with Ogden/Weber Applied Technology Center (OWATC) and the Davis Applied Technology Center (DATC), especially in regard to ACCUPLACER standards that are unique to Weber State University. There is regular communication with DATC about GED® concerns.

Collaboration with Departments Outside of the Division

Collaboration is essential for Testing. We host two committees, the Online Testing Steering Committee (OTSC) that meets every month and the Faculty Testing Advisory Committee (FTAC) that meets every semester. OTSC is a forum for the development of new or improved technology. The FTAC is a panel of faculty which reviews and confers with Testing about policies and faculty relations. Focus groups of students, faculty members, and staff are conducted to aid in the development of testing technology.

The Testing Center works with the Math and English Departments in regard to the administration of ACCUPLACER.

Regular collaboration with many other non-academic departments outside of the division is a regular feature. Strategy meetings for student success are held with, Technology Services, Admissions/Recruiting, Continuing Education, and the Student Success Center.

Improvement of Collaboration Efforts

There is always room for improvement. The more we can maintain personal ties to these offices, the better the communication is. We continue to cultivate these ties whenever possible. We do this by maintaining contact and communicating any change or need to offices that have a stake in WSU testing, such as Ogden City Schools or Clearfield Job Corps.

Core Changes in Programs and Services over the Past Five Years

The Digital Desk paper testing management software has transitioned to a new system developed by the Continuing Education Department at WSU called Paper Chi. This will tie into the current online based testing software *ChiTester* and will offer local support for paper testing services. This was a major undertaking and has required increased training of staff and input of faculty at many levels.

Implementation of New Programs and Services

The transition from Digital Desk to the implementation of Paper Chi has been a very demanding one with all the development and training involved. Continued improvements to Paper Chi will be a major priority. In addition, the department has to prepare for an efficient change of venue, without interruption of services, when the Lampros Hall Testing Center becomes Union Testing Center during the Summer of 2010. Our intent is to increase the number of computers available for testing and to establish the Union as the ACCUPLACER headquarters.



Leadership and Staffing

Organizational Reporting Structure

The organizational chart demonstrates the reporting structure of our department, with both the Davis and Ogden campuses reporting to the Executive Director of Academic Support Services and Programs. See the organizational chart in *Appendix B-1* for details.

Decision Making Process within the Department

Ideas may originate from any member of the Testing team. The Ogden campus follows the reporting chain on the organization chart for all ultimate decisions. The Director finalizes all decisions. All contract employees on the Ogden campus report to the coordinator, Tracey Smith, who reports to the director, Prasanna Reddy. Staff meetings or private meetings with those involved are meant to air concerns and discuss procedure and policy issues. All Testing employees serve as consultants to the coordinator, depending on the nature of the issue to be resolved. Meetings are scheduled as needed.

Davis campus and West Center-specific decisions regarding issues such as staffing and hours are made by the Director, Leslie Loeffel with the Testing Specialist and Testing Assistant in consultation. Because policies and procedures must be consistent among all Testing Centers, decisions on these issues are usually made centrally by the Testing Coordinator in Ogden.

Communication of Decisions

It is the responsibility of the Ogden campus coordinator to communicate decisions that have an impact on procedure and services to every member of the staff. This communication could be through e-mail, staff meetings, or in-person. The appropriate supervisors communicate with hourly staff. If the decision affects all testing locations, it will be discussed and communicated with the staff at those locations by telephone or e-mail.

Site-specific decisions for Davis and West Testing Centers are communicated individually to testing supervisors and at periodic staff meetings. Decisions are then conveyed to hourly staff verbally and/or through written materials.

Policy and procedure decisions are conveyed on an as-needed basis from Ogden to Davis. A formal mechanism to ensure regular communication in this regard has recently been started in the form of monthly coordination meetings between Davis and Ogden testing personnel.

Demographic Information Regarding Employees

At present accounting, there are 49 total employees in Testing. 13 of them are full-time contract staff of whom two are male. Six of them are professional and seven are classified employees. Of the 36 hourly associates, males dominate 20 to 16. 30 of the 36 are students. For more detailed information on degrees and experience, see the table in *Appendix B-2*.

Recruiting Methods and Challenges

The Testing Center recruits for professional and classified staff using the standard WSU protocol established by Human Resources. Open positions appear in listings on the WSU employment website as well as in selected local newspapers. The hiring manager then puts together a search committee, which will include at least one member from outside of Testing, as well as one student employee. Using the Applicant Rating System, the committee selects candidates for interview based on the mandatory and preferred qualifications for that position. After the interviews of the top candidates, the committee returns to the rating system to select the appropriate hire. References are checked by members of the committee.

The Testing Center generally gets a healthy pool of applicants for hourly Testing positions by using the conventional WSU hiring system, where positions are advertised for at least three days. All hourly employees have to go through this process. Still, many have come from recommendations from current employees, faculty, or staff. WSU ambassadors have been hired as employees from the Recruiting office in order to keep a close relationship with that department. This helps Testing to be more closely linked with Orientation, campus tours, and ACCUPLACER traffic issues. All hourly employees who interview are asked the same questions, which emphasize customer service, reliability, confidentiality, computer skills, and the candidate's availability.

The Testing Center and all Student Affairs departments have been encouraged to hire students eligible for work study; however, encouraging students to complete the process of applying for and receiving work study has been a barrier. Stronger incentives need to be implemented at a division or university-wide level to make application for work study the rule rather than the exception. It is estimated that approximately 20% of all proctor candidates have been awarded work study.

To aid in the number of qualified hourly applicants, Davis has sometimes advertised through the state of Utah's Workforce Services. This approach has yielded some excellent candidates with more flexibility in their schedules than is sometimes found among students.

Recently, with the growth in WSU enrollment, hourly testing positions have been attracting numerous applicants. The Ogden campus gained 93 applicants for an hourly position in the fall

of 2009. That pool, however, is much smaller if the job is posted in the middle of any given semester.

Job Responsibilities for Ogden Campus Staff

<i>Employee and Title</i>	<i>Primary Responsibilities / formal qualification</i>
<p>Prasanna Reddy Director of Testing, Tutoring, and Supplemental Instruction</p>	<p>Authority on decisions involving the department. Approval of budget as well as policy matters. Master’s degree required.</p>
<p>Tracey Smith Coordinator of Testing</p>	<p>Coordinate Ogden campus, including hiring, training, and evaluating employees. Coordinate policy and procedure. Account for budget issues by center, as well as statistics for the centers. Oversee technology needs, as it relates to Testing. Coordinate major tests like GED® and ACCUPLACER. Bachelor’s degree required, Master’s degree preferred.</p>
<p>Becky Sneddon Coordinator of Social Science Learning Center</p>	<p>Supervise hourly staff and create the schedule at the Social Sciences Testing Center. Uphold policies and procedure of the department. Manage the Western Governors University tests. Primary contact with faculty in Social Sciences. Train staff on Information Systems and Technology (IS&T) exams.</p>
<p>Jeanne Sanchez Coordinator of Science Learning Center</p>	<p>Supervise staff and create schedule at the Science Learning Center. Uphold policies and procedures of the department. Primary contact with faculty in the sciences.</p>
<p>Terry Wright Testing Assistant, Lampros Hall</p>	<p>Supervise staff at the Lampros Hall Testing Center. Expert on the ACCUPLACER system, including reports, administration of the exams, and transition of the scores to Banner. Train staff on IS&T. Organizes ACCUPLACER for Distance Education students.</p>
<p>LeeAnn Mortensen Testing Center Assistant</p>	<p>Supervise hourly staff at the counter of the Student Services Testing Center. Evaluate and train staff where needed. Maintain professional atmosphere. Administer national tests such as CLEP, MAT, POST, and Kryterion.</p>

<p>Marilyn Cragun Receptionist/Clerk</p>	<p>Interface with faculty who deliver or pick up tests. Enter paper exams into Paper Chi system. Administer national tests such as MAT, Kryterion, and CLEP.</p>
<p>Claire Nye Secretary II</p>	<p>Oversee the payments to and from the department. Aid in the website transitions. Enter and/or fix payroll errors for staff. P-Card reconciler for department. Administer GED® when necessary. Organize national testing such as ACT, PCAT, and LSAT. Prepare cash reports and payroll verification. Purchase test units and track site fees.</p>
<p>Tammy Critchlow Testing Specialist – GED®</p>	<p>Administer and organize the details of GED®. Travel to Clearfield Job Corps and Weber Basin Job Corps as stipulated by the contracts. Ensure security, scoring, and proper administration of exam. Help at the counter at Student Services Testing. Bachelor’s degree required. Certification by State of Utah required.</p>
<p>Hyrum Allen Testing Assistant II</p>	<p>Supervise staff on nights and Saturdays at the Student Services Testing Center. Aid in technology issues. Evaluate staff. Administer GED® on Tuesdays and Thursdays. Bachelor’s degree preferred, Associate’s degree required. Approval by State of Utah required.</p>
<p>Hourly Supervisors</p>	<p>Hourly staff who are elevated to supervising other hourly staff, particularly evenings or weekends. These staff members assign responsibilities, ensure that closing is secure, deal directly with faculty, and have advanced knowledge of systems and procedure. Role model for hourly staff.</p>
<p>Hourly Testing staff</p>	<p>Hourly testing staff aid in the proctoring of tests, service at the counter, handling of national exam requests, answering the telephone, security, and any other chore requested by their supervisor.</p>
<p>GED® Readers</p>	<p>Part time staff who read the GED® essays for WSU as well as other GED® centers which have an agreement with Weber State. There is one Chief Reader and three other readers. They also read CAAP essays. These readers go through a stringent certification process from the national GED® organization in Washington DC.</p>

Job Responsibilities for Davis Campus Staff

<i>Employee and Title</i>	<i>Primary Responsibilities / formal qualification</i>
<p>Leslie Loeffel Director, Davis Learning Center</p>	<p>Authority on decisions involving the department. Master’s degree required.</p>
<p>Laurie Huntington Testing Specialist</p>	<p>Oversee Davis and West Testing Centers, including hiring, training, and evaluating hourly employees. Coordinate with Ogden on issues of policy and procedure. Represent the department to internal and external audiences. Produce reports. Bachelor’s degree required, Master’s degree preferred.</p>
<p>Brenda Cheever Testing Assistant</p>	<p>Enter, administer, and track tests at Davis Testing Center. Interface with faculty and students. Evaluate and train staff as needed. Manage testing for POST, BEMS, Enter and/or fix payroll errors as needed. Uphold policies and procedures of the department.</p>
<p>Hourly Supervisors</p>	<p>Hourly staff who are elevated to supervising other hourly staff, particularly evenings or weekends. These staff members assign responsibilities, ensure that closing is secure, deal directly with faculty, and have advanced knowledge of systems and procedure. Role model for hourly staff.</p>
<p>Hourly Testing staff</p>	<p>Proctor tests, provide service at the counter, answer the telephone, and complete any other chore requested by their supervisor. Uphold policies and procedures of the department.</p>

Qualifications

Formal mandatory degree qualifications are listed in the table above.

The search committee will officially create a list of preferred requirements for each position, such as customer service or supervisory experience. Resume claims are carefully reviewed for all candidates especially for particularly professional and classified positions. Certain positions in

testing call for particular qualifications, such as GED® administrators and Kryterion proctors. A Bachelor's degree is necessary for certain positions as well, such as GED®.

Qualifications are in harmony with Division values, but not specifically clarified at hiring.

Training and Professional Development

New hires of professional and classified staff attend orientation sessions hosted by WSU Human Resources and by the Student Affairs division. They are familiarized with their specific job duties and introduced to other staff members by their direct supervisors. A sexual harassment workshop is mandatory. They also attend a Student Affairs luncheon.

Hourly employees are given on-the-job training by their direct supervisor, but also have to read the Proctor Training Unit which is online (and can be printed out). A quiz on this unit is given on *ChiTester* before the hourly employee begins regular shifts. A score of 80% must be achieved. These scores are maintained on the coordinator's *ChiTester* account. A follow-up customer service unit has been used but is currently under revision. Also being planned is a unit for hourly supervisors that would include advanced training on *ChiTester*, Paper Chi, CLEP, and management best practices.

Professional Development/Training for Staff

An orientation meeting on policy, procedure, and customer service occurs at the beginning of every school year in the fall for both hourly and contract employees. In addition, professional and classified staff members have many opportunities to participate in professional development activities such as Student Affairs division meetings and to attend Student Affairs Academy training. All professional and some classified staff (depending on availability) are expected to serve on Student Affairs committees and/or task forces. Staff members are encouraged to take relevant Office of Workplace Learning courses such as Purple Pride (customer service) and FERPA training. Employees are also encouraged to take advantage of the Wellness program at WSU. In rotation and depending on resources, testing personnel attend the annual National College Testing Association Conference.

Aside from the annual orientation meeting, hourly staff is offered periodic training on an as-needed basis. For example, an introduction to new features by a *ChiTester* support staffer was given at each campus. Often, face-to-face training sessions on the Ogden campus must be presented multiple times to accommodate different schedules for hourly staff. Because it is difficult to gather all hourly employees for staff meetings, online training modules are in the development process. This effort needs to be reviewed and a future direction determined. The Proctor Training Module is the only one currently in use.

Evaluation Methods for Professional Staff and Student Employees

Professional and classified staff members are evaluated formally every April as part of the university wide electronic Performance Review and Enrichment Program (PREP) system. PREP allows us to set goals and consider individual professional development. Each employee meets

with his/her supervisor to discuss their performance. These evaluations are easily referenced on the employee portal. Supervisor observations are also part of a less formal method, particularly for hourly staff.

PREP allows for the supervisor to create a timeline for change based on his/her own judgment. There is room for any feedback from the employee. Progress on PREP goals and areas of concern are reviewed periodically through out the year during one-on-one meetings between supervisor and employee.

Student hourly workers are evaluated formally once in the middle of each semester on the Ogden campus through discussion and feedback. For hourly employees who work at more than one Testing Center, the supervisor assigned to evaluate that employee uses feedback from coordinators from the other centers where that employee works. Then, that supervisor formulates the results of the evaluation and meets with the employee.

This evaluation is on paper, signed by the associate, and placed in his/her employee file. The evaluation categories are promptness, willingness to learn, team work, knowledge of the job, proctoring ability, and customer service/professionalism. Supervisor observations may also lead to direct feedback to the employee.

During the semester at the Davis Testing Center, a supervisor formally observes and rates hourly staff members, then meets privately to discuss individual strengths and weaknesses. The instrument used is a rubric specifically tied to customer service skills on which employees have previously completed training. Davis/West staff members are also evaluated at the end of the semester using the proctor evaluation form common to both campuses.

Hourly student employees have time for feedback and goal setting on their semester evaluation. The open door policy extends to this group of employees as well. Communication is encouraged at all levels of the department.

A proctor evaluation form is included in *Appendix B-3*.

Feedback Mechanisms

In addition to regular feedback after observations, there is an open door policy in Testing. Any employee is welcome to discuss an issue at any time without fear of retaliation. Supervisors observe and encourage the chain of reporting for such conversations, but any employee is welcome to speak to the director if he/she deems it necessary.

More formal feedback is available on PREP or during an hourly employee's evaluation.

Departmental Rewards/Recognition Programs

Testing does not currently sponsor a rewards or recognition program. Praise and feedback for positive work performance is recognized in formal evaluation.

Full-time staff members are eligible for Student Affairs monthly awards. Both full-time and hourly staff may be recognized for Student Affairs Division awards which are given at the end of each semester. These include both individual and team awards. Furthermore, employees demonstrating excellent customer service to “mystery shoppers” are recognized by the Office of Workplace Learning.

The Davis Campus staff members are eligible for Employee Recognition Awards specific to WSU Davis. Both full-time and hourly staff members are eligible for this award.

Although Testing Center employees have been chosen for several of these awards over the years, their good work could be more regularly recognized. Therefore, an internal recognition program would be desirable but would need monetary support of upper management.

Needs Involving Staffing

The incremental hikes in minimum wage have had a serious impact on the budget. The department has to assess the use of available resources in a way that does not sacrifice service, yet curbs the upward trend in our hourly employee expenditure. Hourly wage is not scheduled to rise again in the foreseeable future, but we still must accommodate the fact that it takes a larger percentage of our overall allotment.

Enrollment has also risen at Weber State University rapidly in the past two years. Demands on the Testing Center show no sign of slowing. This means that pressure on Testing Center will grow resulting in the need for increased proctor hours.

Suggestions for Leadership and Staffing

- Review training materials and processes to come to consensus on changes and consistency between campuses.
- Establish monthly coordination meetings between Ogden and Davis personnel to discuss current concerns as well as possible policies and procedural changes.
- Evaluate the hiring of student hourly workers in comparison to non-students. In some instances, it can be desirable to hire non-students, even though Human Resources encourages the employment of students first. This is a particular issue on the Davis campus where student availability is an issue.
- Consideration of a Testing Center recognition program
- Contemplate ways to accommodate the increased enrollment. More computers at the new Union Testing Center is one such way.
- Deliberate on the most effective ways to use hourly workers as the minimum wage has required a bigger share of the budget.



Financial Resources/Budget

Testing Center Budget Accounts:

Account #213001:

This is an E & G (Economic and Growth) account. State funds are allocated for salaries and benefits to pay some of the full-time staff members. In addition, this budget covers a large portion of the wages and benefits for hourly personnel, some current expense and travel money.

Account #316410:

This is a revenue account and the income is generated by tests like POST, GED®, ACT Residuals, Dantes, MAT, Kryterion, CAAP, CLEP, etc. The revenue is used to cover the salaries and benefits of full-time and hourly staff. Current expenses, capital outlay, travel, and overhead paid to the Division of Student Affairs are covered by this budget as well.

Account #316411:

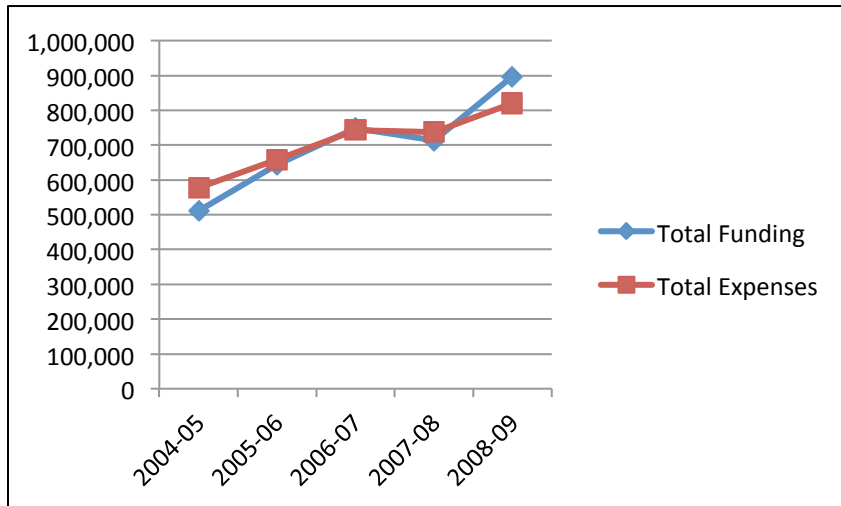
This is a revenue account dedicated solely to ACCUPLACER. The revenue generated by this account is used to pay one staff member and the cost of the test units.

Summaries of all three accounts for the last five years are in *Appendices C1-C5*.

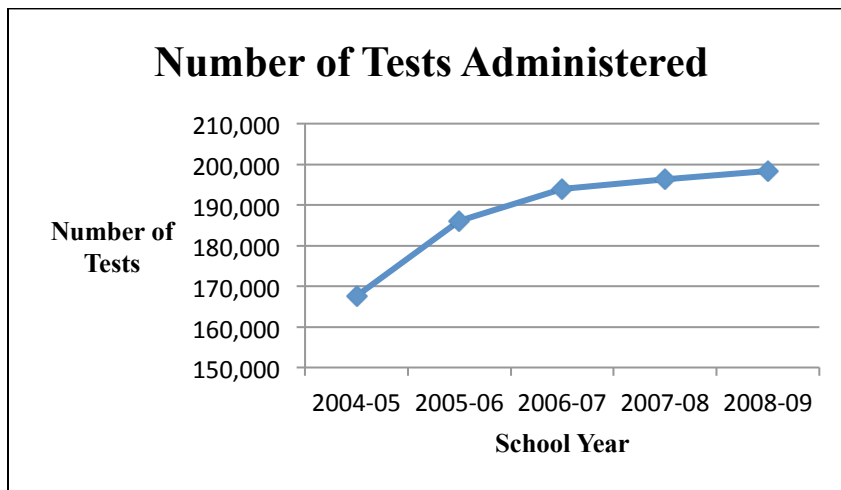
Revenue, Expenses, Number of Tests and Cost Per Test

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Funds generated from revenue activities (316410, 316411)	180,963	187,644	217,792	251,305	283,646
Funds from E & G (213001)	329,484	455,433	530,821	461,988	612,814
Total Funding	510,447	643,077	748,613	713,293	896,460
Expenses – wages, benefits, current expenses, travel, capital outlay, and overhead	577,557	658,473*	742,277*	736,905*	820,377*
Number of Tests Administered	167,630	186,090	193,933	196,347	198,426
Cost per Test with Overhead	3.45	3.54	3.83	3.75	4.13
* The increase in expenses is the result of a mandatory in minimum wage from \$5.50 to \$7.25.					

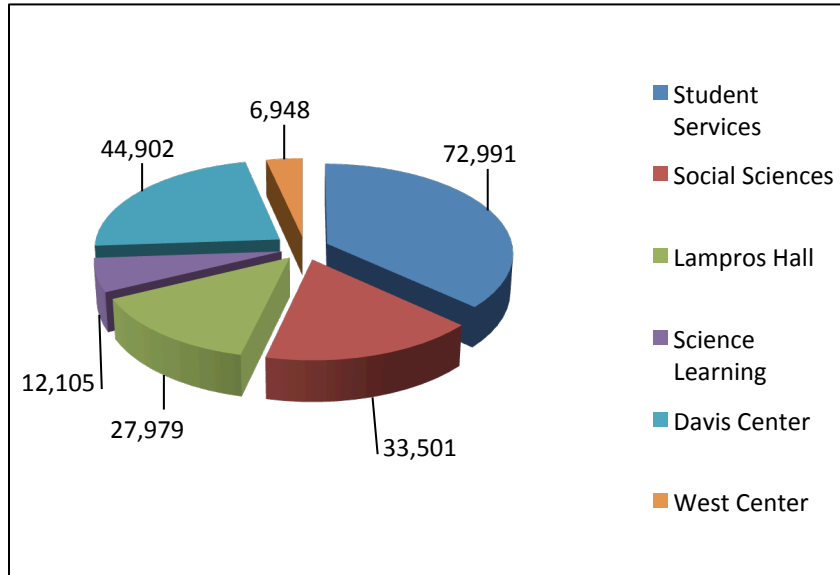
Total Funding & Expenses



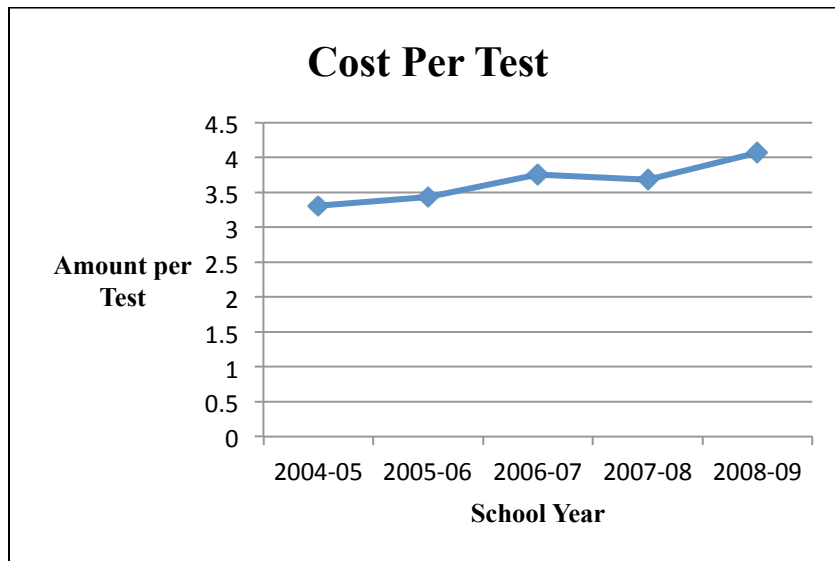
Number of Tests Administered



Test Counts by Center



Cost Per Test



Outside Funding

Outside funding received is from the administration of such tests as GED®, ACCUPLACER, POST, etc.

Funding Priorities within Department

Salaries for full time staff are determined by the Executive Director. Hourly wages are based on minimum wages. These are priorities of the department. All other expenditures are decided on a need basis. Exam units need to be purchased based on the number of exams administered.

Capital Outlay is used for procuring scanners and software that is necessary to replace broken or unusable systems. Decisions are made by the Coordinator, Directors, and the Executive Director.

Budget Changes within Department over the Past Five Years

The biggest change made in the last five years is the establishment of a separate revenue account for ACCUPLACER. This was done to capture information on the revenue generated by the test and the expenses associated with it. It helps to set the price to be charged for the tests. Providing for increased testing always presents a problem with the increased demand for hourly employees.



Student Services Testing Center

34 computer testing stations, 3 Paper Chi check-in stations, 1 *Chi*Tester check-in station, 56 paper stations, 20 paper overflow stations

Social Science Testing Center

16 computer testing stations, 3 Paper Chi check-in stations, 1 *Chi*Tester check-in station, 50 paper stations

Natural Science Testing Center

2 Paper Chi/Chi Check-in stations, 4 computer testing stations, 52 paper stations

Lampros Testing Center

29 computer testing stations, 2 check-in stations, 1 proctor machine

Davis Testing Center

25 computer testing stations, 2 Paper Chi/*Chi*Tester check-in stations, additional 32 computers available in overflow room, 7 paper stations, overflow paper room with 40 seats available

West Testing Center

10 computer testing stations, 1 Paper Chi /*Chi*Tester Check-in, 4 paper stations

Morgan Testing Center

4 computer testing stations with 4 computers for ACCUPLACER testing

Future Plans for Testing Center

Additional Office Computers/Printers and paper test scanners for each center. Digital Desk and CLEP testing servers located in the Student Affairs Technology Server Room. A new building is planned for the Davis Campus in Layton which will house a larger Testing Center. Funding is currently being sought at the Utah Legislation. Lampros Hall Testing Center will move to the Union Building in the summer of 2010, where a larger room will accommodate more computers for testing.

Testing Center Workstation Support

- *Purpose* -The purpose of workstation support is to provide the technological means for academic and non-academic testing for Weber State University, other universities and the community at large.
- *Mission Goal Alignment* - This service provides for the advancement of intellectual development of the Weber State community, directly supporting the mission of Student Affairs and the University.
- *Theories* - N/A
- *New Implementation* - Implementation of new programs and services are determined on a needs basis. Testing Center staff or the Testing Technology Specialist will identify needs and work accordingly to implement solutions to meet those needs.

Administrative System Support

- *Purpose* - The purpose is to provide administrative support for the testing tools used by the Testing Center.
- *Administrative Support of the following testing tools:*
 - ChiTester and Paper Chi
 - ACCUPLACER
 - Compass
 - CLEP
 - Miller Analogy Test
 - Course Testing and Testing Tools for other Universities & Community entities
 - Digital Desk
 - Kryterion
- *Mission Goal Alignment* -This service provides the necessary technical support in order to ensure that university and community testing tools are available when needed allowing for the academic mission of the University and Student Affairs to be met.
- *Theories* - N/A
- *New Implementation* - When a new testing system is proposed, testing staff and the testing technology specialist meet with the entity seeking to use the new system within the Testing Center. Technical aspects of the proposed test are reviewed to ensure that current technology meet the requirements of the program. If approved, hardware and software are updated and tested as needed.

Online Testing System Coordination and Management

- *Purpose* -The purpose is to coordinate and update the Chi system as changes come from the ChiTester Development Team and providing assistance to the Testing staff when needed in regards to changes, outages or other issues.

- *Mission Goal Alignment* -This service provides both technical support per the SAT Mission and support which advances the intellectual development of students.
- *Theories* - N/A
- *New Implementation* - Upgrades are created by the *ChiTester* development team. Monthly meetings detail what changes are made and what steps are necessary to implement the changes technologically within the Testing Center. Needed changes or recommendations are made by testing and technology staff as the opportunity arises.

Testing Hardware and Software Support

- *Purpose* - Provide technical support to changes, upgrades or new hardware and software employed by the Testing Center.
- *Mission Goal Alignment* -This service ensures that the Testing Center is up to date on the latest hardware and software in order to provide testing services to students, faculty, staff and the community.
- *Theories* - The National College Testing Association (NCTA) has set standards that inform this portion of programs/services. "Hardware and software requirements for computerized testing will be set at a basic level that allows usage by multiple programs." By providing the highest level of hardware and software support to the Testing Center, SAT allows for this national testing philosophy to be met.
- *New Implementation* - As new hardware and software are released, Testing Center staff and the Testing Technology specialist work together to install the changes and upgrades in a timely, efficient manner that ensures the least disruption to testing services. Research continually takes place in order to discover new opportunities for hardware and software implementation within the Testing Center.

Specialized Population Testing Support

- *Purpose* - The purpose of this service is to ensure that special needs/disability requests are met by the Testing Center at Weber State University, including but not limited to wheelchair accessible desks and larger computer screens.
- *Mission Goal Alignment* -This allows Testing Support to enable a diverse Weber State community to use the Testing Center technology in a manner that allows them to achieve academic success by providing an environment friendly to any special needs that may exist.
- *Theories* - N/A
- *New Implementation* - The Testing Technology Specialist works directly with Testing Services and the Disability Office as needed to implement upgrades or changes to the technological needs of special needs/disability students, faculty, staff and community members.

Incident Response

- *Purpose* - The purpose of Incident Response is to troubleshoot and resolve technical problems as they occur within Testing Services at Weber State University.
- *Mission Goal Alignment* - Provides timely technological support to the Testing Center ensuring that the academic and intellectual needs of students, faculty, staff and the community are being met within the purview of testing services.
- *Theories* - N/A
- *New Implementation* - N/A

Mission Goal Alignment

The above services provided through Testing Support reinforce Student Affairs' overarching priority of Academic Integration and Collaboration. Technological support to the Testing Center ensures that meaningful partnerships with colleges and academic units are created. These partnerships often lead to long-lived interdepartmental collaborations and coalitions with students, faculty, staff and other community members.

Core Program Changes in the Last Five Years

- Recent staffing changes.
- Increase in community based testing such as "BEMS" (Bureau of Emergency Medical Services) at Davis Campus.
- Testing system changed from SCOUT to Digital Desk to *ChiTester*.
- Compass placement system changed to ACCUPLACER.
- Computer station replacements/upgrades.
- *ChiTester* Enhancements:
 - Scheduling of exams/appointment system created.
 - Better interaction with Banner system.
 - Higher numbers of students testing with server upgrades to handle increased usage.

New Program Implementation

- *ChiTester* development team worked with the Testing Center to replace Digital Desk with Paper Chi which is currently in use at the Testing Center and undergoing the debugging process.
- Computer testing at Natural Science Testing Center is currently being studied with the addition of four Chi stations for testing with the appointment system.
- Terminal based testing-system possibilities are being explored.
- New technology is added to the testing rooms as space becomes available. Due to the nature of technology space is an important issue as lack of available room to place new testing stations is continually adding to the pressure of increased Testing Center usage.



Legal & Ethical Responsibilities

Regulations Relating to Department Personnel, Data, Procedures, and Facilities

Weber State University (WSU) Testing Center adheres to the highest ethical testing standards. The Testing Center policies and performance standards are based upon the National College Testing Association (NCTA) Professional Standards and Guidelines. The NCTA is dedicated to the promotion of professionalism and quality in the administration of testing services and programs, including issues relating to test administration, test development, test scoring and assessment.

Security of tests, student information, scoring and reporting results must be maintained throughout each testing period. Security protocol differs dramatically for each test type due to specific administration requirements, testing vehicle (i.e. paper or CBT), and testing time period. Because of the sensitive nature of testing content in the Testing Center, FERPA regulations must be strictly adhered to. Testing Center staff must protect the confidentiality and rights of privacy of examinees, faculty and staff, as well as adhere to program requirements of testing companies in administration of specific tests.

The exchange of fees are monitored and invoiced in a timely and professional manner. The Testing Center is PCI (Payment Card Industry) security compliant, and all cash reports and credit card transactions are sent to the WSU Cashiers Office for reconciliation. All Testing Center staff are trained to execute registrations, fee receipts and other financial transactions following the most ethical and legal procedures. All Testing Center Proctors receive comprehensive training in policies and procedures, conduct and responsibilities, and how to correctly handle behavioral and cheating incidences (including documentation forwarded to the WSU Dean of Students).

University course-based tests are administered through WSU's *ChiTester* programs, via paper or computer-based testing (CBT). Academic assessment testing is achieved through the Collegiate Learning Assessment (CLA). All paper tests are kept locked in secure testing rooms, cabinets, and storage facilities until the time of administration. Security for CBT is maintained by *ChiTester*, and each proctor administers the CBT according to their security protocols.

National tests are contracted on a yearly basis. The initial contract negotiations, approval, and agreement process follows rigorous legal standards and involves negotiations through multiple management levels and review and approval by WSU Legal. The process for each contract negotiation varies dramatically; therefore, each contract and parent company is negotiated independently:

American College Testing

ACT (American College Test)
ASE (Automotive Service Excellence)
CAAP (Collegiate Assessment of Academic Proficiency)

Education Testing Service (ETS)

CLEP (College-level Examination Program)
Praxis

College Board

ACCUPLACER
SAT (Scholastic Assessment Test)

Law School Admission Council (LSAC)

LSAT (Law School Admissions Test)

Pearson
PCAT (Pharmacy Collegiate Admission Test)

Psychcorp
MAT (Millers Analogies Test)

Prometric
Dantes (The DTTS Program)

Stanard & Associates
POST (Police Officer Selection Test)

General Education Developmental Testing Service (GEDTS)
GED® (General Education Development)

WSU Testing Center maintains institutional contracts allowing administration of national certification testing on campus and national testing at off-campus locations. These contracts require an annual three-week legal review and contract negotiation through multiple management levels and review and approval by WSU Legal:

Clearfield Job Corps (CJC)
GED® (General Education Development)

Weber Basin Job Corps (WBJC)
GED® (General Education Development)

Kryterion (HOST) High-stakes Online Secured Testing
Professional, specialized, certification testing

WSU Testing Center administers multiple career assessments for the WSU Career Center and WSU faculty members. These service agreements follow the same legal, rigorous standards as do the national and institutional contracts:

Edits
CAPS (Career Ability Placement Survey)
COPES (Career Orientation Placement & Evaluation Survey)
COPS (Career Occupational Preference System Interest Inventory)

CPP, Inc.
mbti (Myers-Briggs Type Indicator)
Strong Interest Inventory



Educational Goals

Core Student Learning Outcomes

The core student learning outcomes examined contribute to enhancing responsibility, accountability, critical thinking skills, intrapersonal skills, interpersonal skills all of which are among the desired student outcomes listed by the Division of Student Affairs.

They were specifically stated and submitted to the Student Learning Outcomes Task Force (SLOTF) in the following format:

1. Proctors will be able to demonstrate their knowledge of general testing procedures and policies.
2. Proctors will demonstrate their proficiency in procedures associated with Chi Tester (computerized testing) and Digital Desk (paper testing).
3. Proctors will demonstrate good communication and customer service skills.

Five (5) column and six (6) column models for the last five years are included in *Appendix D-1*.

Methods of Assessment

1. Completion of training module on Policies and Procedures in Vista WebCT.
2. Completion of training module on Customer Service.
3. Test at the end of the modules.
4. Supervisor observations during hands-on training.
5. Ongoing supervisor observations during the year.

Findings Based on the Assessment Data

- Proctors consistently scored 95% and above on the test that they took at the end of the module on Policies and Procedures.
- We needed to develop a standardized observation rubric for use in recording observations.
- Supervisors need to formulate a consistent method of providing feedback on their observations.
- The module on Customer Service needs to be revised
- Ideas for future improvement need to include training modules on ethical behavior, cultural competency, and leadership. These modules could be made available either in WebCT or in a training session.

Use of Information for Program Improvement

- A standardized observation rubric was developed for use in recording observations. The rubric is included in *Appendix D-2*.
- Supervisors need developed a consistent method of providing feedback on their observations.
- Supervisors check to ensure the successful completion of WebCT modules.
- They ascertain the score on the test and provide immediate feedback to proctors.
- Staff members have been identified for the building of modules in WebCT for further training on subjects such as Ethical Behavior, cultural competency, and leadership.

Program Goals

Core Program and/or Service Oriented Outcomes

1. Expanding ACCUPLACER to include distance education.
2. Improving technology, particularly with *ChiTester*, via monthly Online Testing Steering Committee meetings with the programmers from Department of Continuing Education.
3. Reestablishing former working partnership with Clearfield Job Corps. Personnel problems at the Job Corps had affected our relationship with that center. Priority was given to setting things on former footing.
4. Cementing relationship with Weber Basin Job Corps, Morgan Testing Center, and Ogden Adult Testing Center.
5. Working with Hill Air Force Base to administer CLEP exams free of charge.
6. Administering a new exam – the Collegiate Learning Assessment (CLA) - at Weber State University.
7. Communicating new Testing Center policies to faculty members and students.
8. Maintaining ongoing training of proctors in current modules and developing new training modules.
9. Replacing Digital Desk as a means of administering paper tests.
10. Expanding services to off-campus satellite centers such as West and Kaysville.

Methods of Assessment

1. Chip Coleman, Terry Wright, and Tracey Smith worked together to set up the ACCUPLACER form for distance students to submit their requests. Chip suggested the use the Marketplace payment system to have students submit their payments on line. Donita Ruth from Wildcat Services helped with the set-up. The number of tests administered can now be tracked.
2. Focus groups with faculty members were conducted and results were examined. Improvements requested included such features as larger areas for essay submission and easier grading capabilities.

3. Several meetings were set up with the Director of Clearfield Job Corps and proved to be productive. Numerous policy changes were made.
4. Meetings were set up with administrators of all the institutions. Policies were changed to reflect the change in federal policies.
5. 202 number of CLEP exams were administered this year.
6. The number of CLA exams administered was tracked and reported to faculty who requested the test. 122 tests have been given so far this year.
7. Printed fliers with all the new policies on cell phone use, storage of backpacks during exams, etc. was placed in every faculty member's mailbox to be incorporated into their syllabi. E-mails were sent out to each faculty member as well. Large signs with the policies boldly detailed on them now adorn the entrance of every testing center. Data on how useful these methods were and how many students and faculty members actually remembered the policies is hard to collect. There were no complaints received.
8. Student proctors were tracked as they completed the modules and took the test at the end.
9. Programmers at Weber State University were approached and engaged in a discussion of the possibility of developing software to replace Digital Desk. Faculty focus groups were conducted and Online Testing Steering Committee formed subcommittees to examine the situation. The result was that the programmers agreed to develop the necessary software, and after budget allocation and approval from the Executive Director was obtained, the programmers forged ahead. Digital Desk is now history! Paper Chi has taken over.
10. West and Kaysville Testing Centers were opened. The number of tests administered at West has increased steadily.

Findings Based on Assessment Data

1. There are a lot of students who live quite a distance from Ogden, some as far away as Pago Pago in American Samoa. Some of the students are not yet enrolled at WSU but take the test to plan financial requirements based on placement scores. Since its inception in 2008, 615 tests were administered.
2. Focus groups with faculty revealed their approval and appreciation of all the changes made to Chi. A need for better communication methods regarding the changes, however, was requested.
3. The need of our services was established and the willingness of staff at this institution to work with us at all levels made the process of test administration easier.
4. All the institutions were interested in developing and maintaining good relations with WSU Testing Center.
5. Hill Air Force Base now sends personnel to WSU for the CLEP exam which is administered to all members of the armed forces free of charge.
6. The CLA exams proved to be a success. 122 number of CLA exams were administered so far.
7. Faculty members and students are more aware of the Testing Center policies. These policies received unanimous approval of faculty members.

8. Proctors are more cognizant of the policies and procedures. Time constraints have delayed the development of more training modules.
9. The replacement of Digital Desk has proved to be a huge success. The staff, faculty, students, and programmers went through the initial pain of implementing new software. A lot of training was organized, and there was continuous feedback. After the glitches and the bugs were all taken care of, the advantages of the new system with the improvement in test delivery, tracking, etc. became apparent.
10. Faculty and students appreciate having a service delivered to them at their doorsteps.

Use of Information for Program Improvement

- A new software system for paper tests was developed.
- Online testing software was improved from the standpoint of faculty, students, and test center personnel.
- New policies were instituted and changes were made to existing policies with institutions that use WSU testing services.
- Training methods for proctors were streamlined and technology was used more effectively to assess desired learning outcomes.
- Testing Center policies regarding cell phone use, materials that can and cannot be taken into testing centers, etc. are communicated to all stakeholders in a more efficient way.
- A new facility, the West Center, was opened to meet the needs of students at that center.

Determination and Communication of Goals and Initiatives

At the Ogden Campus, the Coordinator of the Testing Center formulates goals based on the initiatives set by the Vice President of Student Affairs. At the initial staff meeting, these goals are disseminated to the full time staff of the Testing Center. There is a discussion of the goals and the day-to-day activities required to reflect the goals. Based on feedback, the Coordinator builds the five (5) column model. At subsequent staff meetings, day-to-day activities are examined and adjusted to align with the goals.

At the Davis Campus, a Student Affairs retreat is held each summer. It includes all full time staff of the Testing Center. The Vice President of Student Affairs presents the initiatives and the staff members do a brainstorming of goals for the forthcoming year. These are presented to the members attending the retreat for feedback. The Director of the Learning Center then builds the 5 column model and disseminates the information to the staff members who work on incorporating them into the day-to-day activities.

Student Needs & Satisfaction

Assessment of Student Needs

- Periodically the Testing Center conducts surveys of students using SNAP software.
- Focus groups of students, faculty, and administrators provide information on various program needs.

- OTSC (Online Testing Steering Committee) conducts surveys that assess faculty needs.
- Davis Campus conducts a general survey which incorporates a section on the Testing Center.

Assessment of Student Satisfaction with Programs and Services

- Periodically the Testing Center conduct surveys of students using SNAP software.
- OTSC has programmed a survey that is randomly administered to students taking online tests.
- Davis Campus regularly surveys students who use the campus services.
- Testing Center questions assess student satisfaction at that campus.

Use of Information for Program Improvement

- Quieter keyboards replaced existing keyboards.
- Substantially improved customer service training for proctors and staff members.
- Improved Proctor Observation Form. Reference *Appendix D-2*.
- Redesigned instructors' Testing Center Information Sheet. Reference *Appendix D-3*.

Basic Student Information

Student Usage of Services and Programs

- *ChiTester* keeps track of all online tests administered on the system.
- Digital Desk in the past and Chi Paper now keep track of all the paper tests administered.
- In addition, students have to sign in to take all exams.
- The yellow sheets filled in by faculty members for paper tests are an additional resource for tracking usage.

Student Usage Patterns

- Patterns of student usage are tracked. More ACCUPLACER and CLEP exams are administered between semesters and during the first couple of weeks of each semester.
- Through the semester, the seventh and eight weeks and the finals week create a lot of usage. During the rest of the weeks, the usage depends on the tests placed in the centers by the professors. Predictable patterns, even during busy weeks, have been established. The morning hours between 7:30 and 10:00 am are not as popular as later hours. Weekday afternoons, evening, and Saturdays tend to be the most popular times for students to take tests.

Demographic Information

Testing services are offered to people who fall into three primary groups:

1. Weber State Students taking subject specific tests.
2. Community members taking a variety of tests such as ACCUPLACER, GED®, POST, LSAT, ACT, SAT, etc.
3. Students from other universities who take their exams at Weber State University.

Findings Based on Information

Students who need to take placement tests and challenge exams tend to populate the testing centers just before the semester begins and during the first two week of the semester. Whatever the length of time a test is open, students tend to wait till the last day to take the test. For large classes, this posed a problem; students had to wait for a vacant seat to take the exam. Many faculty members chose to set Saturday as the last day their tests are open. This caused crowding issues.

Use of Information for Program Improvement

- Faculty members were advised to set a weekday as the closing day for their tests rather than a Saturday. This alleviated a lot of stress on Saturdays.
- Extra rooms were opened during finals and days when certain “large” tests such as Anatomy and Nutrition closed. Designated as over-flow rooms, the Student Services Testing Center and the Davis Testing Center identified rooms that can be opened at peak times to accommodate both online and paper tests.
- Extra proctors were hired for peak usage times.
- At the Davis campus, a pager system was adopted for the convenience of the students who can then spend their time studying in a different part of the building.
- At the Ogden campus, where there are four testing centers, a major change in test placement was made. After years of all tests being administered at every center, paper tests are now restricted by disciplines to each center. This contributes to a more even distribution of tests and, therefore, an efficient use of each center. The result is:
 - *Student Services Testing Center* now administers all the paper and pencil tests in Business, Math, Community based testing, and online tests in all subjects.
 - *Social Science Testing Center* now administers all the paper and pencil tests for all departments in Humanities and Social Sciences and online tests in all subjects.
 - *Natural Science Testing Center* now administers all the paper and pencil tests for all Science subjects and online tests in all subjects.
 - *Lampros Testing Center* administers online tests in all subjects.



Program Review Summary

In the more than 30 years since the Testing Center first became its own entity, we have seen the addition of new testing locations, the adoption of improved testing related technology, and a steady increase in the demand for our services. Meeting these challenges over the years has required flexibility, innovation, and clear communication from Testing Center personnel.

Throughout these changes, we have been mindful of our mission to provide a safe and supportive environment for testers while maintaining NCTA compliance. We take pride in our accomplishments as we strive to meet the needs of the students, faculty, and community members that we serve. This commitment has been demonstrated through the progressive addition of new testing sites throughout the years, as well as the closure/suspension of sites not seeing high levels of use. Growing our testing facilities from a single location to seven locations, currently in use, has repeatedly strained facility and budget resources. Hours of operation, facility expansion, and flexible staffing are just a few of the efforts that substantiate our commitment to serving the needs of students, faculty, and the community.

In serving faculty and other testing partners, we endeavor to maintain open communication in order to foster a healthy, respectful atmosphere of collaboration. Our diligent pursuit of technological innovations is a demonstrable mark of our allegiance to supporting our partners through the most effective means available. As we moved from Compass to ACCUPLACER and advanced from Scout to Digital Desk then to Paper Chi, we maintained technical acuity as best benefits those we serve. Participation by testing staff on inter-departmental committees such as the OTSC and FTSC help promote healthy dialogue and supports innovation.

Our support for community partners continues to grow, as evidenced by increased POST, GED®, and WGU testing. The solid groundwork laid by our Testing Center liaisons continues to serve us and our community partners well. New programs and services continue to be initiated in response to requests. Staff members are encouraged to present at national conferences and attend sessions that provide useful information on national practices and physical facilities at testing centers across the nation.

The preceding years have not been without challenges. Space is a constant consideration. At present, testing usage has outstripped our current facilities. Several sites make use of classrooms or other non-dedicated testing space during times of high volume throughout the semester. Testing volume spikes during final exams and mid-term exams exacerbating the strain on our already burdened resources. We are currently pursuing the addition of a third overflow room for the Davis Campus, an initial overflow room at the West Campus, and expanded capacity on the Ogden campus as the Lampros Testing Center moves to the Student Union Building.

In addition to space constraints, the Testing Center constantly battles with financial limitations. As minimum wage increased from \$5.50 to \$7.25, the Testing Center has been hard pressed to

maintain adequate staffing within the confines of budget allocations. Budgetary constraints have been a limiting factor in hiring hourly personnel, as the wage our budget allows is not competitive with other WSU hourly positions or comparable external postings. We are currently investigating incentive and valuable student learning outcome options to help offset wage limitations. As we grow to accommodate increased traffic, the requirement for additional proctors also increases. For each overflow room added, one or two additional proctors are required depending on room proximity and proctor vantage point. We anticipate this as an area of unremitting pressure on budget and resources for the foreseeable future.

Adept communication has been a key pillar in the success of running multiple locations with a high degree of consistency. As staffing and facilities continue to expand, effective communication will continue to be a challenge. At this time, the increased use of technology is being discussed as a means to facilitate consistency in training and day-to-day communication of changes and updates. Communication with students, faculty, and community partners will also continue as a critical factor. We are hopeful that technology will be an ally in this area as well, in communicating changes, improvements, and other vital information in a timely manner. The different ways in which students now access information (i.e. use of podcasting, streaming videos, and iPod technology) will prove to be more effective ways of communication; therefore, the need to adapt to such possible use will need to be examined.

Technology continues to advance and is a force to be reckoned with from the standpoint of process integration and testing integrity. Staying current with technological options offers the opportunity for improvement in effective communication, instructor testing processes, and managing increased traffic flow. We have benefited from the adroit adoption of improved technology in the past and it will continue to be a substantial focus going forward.

Looking to the future, we anticipate that Testing Center usage will increase as a result of increased enrollment and growing popularity of computer based testing. Space will continue to be a prime challenge along with budgetary constraints due to facility expansion and staffing needs. Cost control in the areas of staffing, technology, and facility related expenditures will continue as a top priority. Budget adjustments in these areas have not kept pace with the rapid rise in student enrollment and usage of the testing facilities. Supplemental sources of funding to offset costs due to growth must be examined. We continue to seek out innovative ways to use our current resources to adequately support the more than 200,000 tests that are administered at the WSU Testing Center.



Appendices

A-1	GED® Website
A-2	Policies & Procedures Website
B-1	Organization Chart
B-2	Demographic Information
B-3	Proctor Evaluation Form
C-1 - C-5	Fiscal Budget Summaries
D-1	Five (5) and Six (6) Column Models
D-2	Proctor Observation Form
D-3	Testing Center Information Sheet