

Testing Centers Program Review



Portland Community College

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1 - INTRODUCTION

PCC's testing centers provide students, faculty and staff with professional testing services.

In addition, testing center staff are considered "frontline staff", guiding and informing new and returning students through the enrollment process, while continuing to provide valuable proctoring services throughout a student's academic career at PCC.

Finally, testing center staff act as a resource for the college on testing matters.

Background

PCC's testing centers offer a range of services including college placement tests, general proctored tests and accommodated proctored tests for PCC students, administration of state and national tests such as General Educational Development (GED), Pesticides certification, Law School Admissions Test (LSAT), Multistate Professional Responsibility (MPRE), Emergency Medical Technician (EMT), and others.

Testing centers collaborate closely with district programs and services such as Adult Basic Skills (ABS), Disability Services (DS), English for Speakers of Other Languages (ESOL), International Education and others 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 admissions, advising, counseling, outreach, orientation, grant programs and various instructional departments. Although there is a great deal of consistency across the college in established procedures and services offered, each testing center represents a unique service center and is a reflection of the character of the campus that it serves and of the resources and the specific duties assigned to it.

Vision

The testing centers' vision is to provide professional and secure testing services.

Mission

PCC's testing centers are dedicated to supporting the mission of the college by providing professional proctoring testing services to its applicants, current students and instructors in a safe and inclusive environment.

This mission statement supports the college's strategic values and themes of providing and outstanding and affordable education, driving student success, igniting a culture of innovation and transforming the community through opportunity, by facilitating access to the college and correct academic placement as students start their academic career at PCC.

Values

The testing centers are committed to the following values while acting in compliance with federal, state, and college guidelines: excellence, professionalism, respect, and integrity.

Recurring Annual Goals

Consistent with the mission, vision and values above, the PCC testing centers work toward achieving the following service goals annually. An analysis of these goals is provided in the "outcomes" section of this review.

Goal 1: Provide convenient, efficient and effective placement testing services to new and current students to assist in their successful placement in the correct course of study.

Goal 2: Provide convenient, efficient and effective general proctored testing services for instructors and students to assist students in successfully completing their courses.

Goal 3: Provide convenient, efficient and effective accommodated proctored testing services for instructors and students to assist students in successfully completing their courses.

Goal 4: Provide outstanding customer service to assist students to learn about and access testing services, as well as to reduce initial anxiety.

Special Goals and Objectives

Periodically the testing centers identify an outcome or objective and initiate efforts to achieve that outcome over the course of a year or shorter period of time. Some of these outcomes are service outcomes, some can be learning outcomes. These special goals and objectives are summarized in the “outcomes” section of this program review.

2 – ALIGNING WITH GUIDING PRINCIPLES

PCC Strategic Values / Themes

PCC testing centers support the following college strategic values/themes and their strategic intentions.

- Provide Outstanding, Affordable Education
 - **Strategic Intention 1-3:** Testing centers support the process of assisting students to access appropriate ABE, DE, ESOL and credit college courses by providing assessment services in order to achieve proper course placement.
 - **Strategic Intention 1-4:** Testing centers support the “One College, One Seamless Experience” vision by serving as a key point of entry for new students. Often the testing center staff are the first professional staff new students contact. Testing centers are aligned closely with the orientation centers to assist new students to enter the college seamlessly.
- Drive Student Success
 - **Strategic Intention 2-1:** Testing centers support the college’s efforts to deliver a comprehensive curricula by providing general proctored testing services for students and specific courses, as well as proctored accommodated testing services for students with disabilities.
 - **Strategic Intention 2-3:** Testing centers strive to implement best practices and participate in initiatives such as customized placement.
 - **Strategic Intention 2-4:** Testing centers focus on creating an environment and experience that fosters student success, including providing customer service and support for new students coming to the college, as well as providing support and services for current students needing testing center services.
- Ignite a Culture of Innovation
 - **Strategic Intention 3-1:** Testing centers have demonstrated the ability to adapt to new systems, procedures, technology and demands over the past several years as the management of general and accommodated proctored testing have moved to the testing centers (when those functions were not part of the testing centers’ responsibilities) as well as the transition to computerized GED testing.
 - **Strategic Intention 3-5:** Testing centers continue to strengthen the collection, reporting and use of data to inform management of trends, challenges and successes.
- Transform the Community Through Opportunity

- **Strategic Intention 4-5:** GED testing assists in the process of creating a seamless connection for students to complete high school, obtain job skills and gain employment, or complete coursework necessary to transfer to a four year degree.

PCC Panther Path

- Prepare
 - Placement assessment is a critical first step that assists new students to prepare adequately for entry to the college and registration for classes. Proper assessment and placement is critical in order to avoid placing a student in the wrong level of coursework; either in courses that are too easy may and which may not be challenging or interesting enough, or in courses that are too advanced and difficult. Either situation can negatively impact a student's motivation.
- Commit
 - Testing services such as general and accommodated proctored testing allow students to utilize resources to reach their educational goals in and outside of the classroom.

NCTA Standards

At the time of the 2007 Testing Centers Program Review one of the needs identified was a more unified set of procedures among the campus testing centers. The National College Testing Association is the premier organization dedicated to the promotion of professionalism and quality in the administration of college testing services and programs. This association maintains a comprehensive set of standards for testing centers administering paper and pencil and computer-based tests, as well as a compilation of useful operational guidelines. It was felt that this set of standards could guide and inform decisions made in striving for more consistent practices.

An analysis of how the four main testing centers aligned with the NCTA standards was conducted as part of the 2007 program review. That analysis has been updated and is provided in a matrix in **Appendix A**.

3 – TESTING CENTER SERVICES

Testing centers were originally designed to provide placement testing services only. During the years prior to 2007 each campus took on the task of providing several certification tests for programs relevant to that campus' career and technical educational offerings. The quantity of these tests was minimal when compared to placement testing, as demonstrated by historical aggregate data.

Since 2007 the four campus testing centers have absorbed the functions of providing general proctored tests (which used to be organized and delivered by instruction) and accommodated proctored tests (which used to be organized by disability services). The addition of these two testing protocols alone significantly increased the number of tests delivered and consequently increased the demand on testing center resources.

See **Appendix B** for an analysis of the cumulative tests delivered for CPT, general proctored tests and accommodated proctored tests between 2007-2008 and 2013-2014.

See **Appendix C** for an analysis of the annual percent increase for each of CPT, general proctored tests and accommodated proctored tests between 2007-2008 and 2013-2014.

See **Appendix D** for a college wide aggregate summary of testing protocols delivered from 2007-2008 through 2013-2014.

See **Appendix E** for historical aggregate data by campus and by testing protocols delivered from 2007-2008 through 2013-2014.

COMPASS College Placement Test (CPT)

All students are required to meet prerequisites for classes in which they wish to enroll. Barring previous college coursework or acceptable test scores from other institutions, college placement testing is the way students satisfy those prerequisites.

American College Testing's COMPASS college placement test (CPT) is a computerized, web-based test that assesses student skill levels in such areas as grammar, listening comprehension, mathematics and reading comprehension to determine proficiency and appropriate course placement. This test may be taken twice in a three year period, with ESOL students taking the test once a year, if they have not taken classes within that year.

The COMPASS CPT contributes to PCC's institutional goals of student success and sustainability, by placing students into classes appropriate to their skill levels. Cutoffs for placement has been vetted by the English and Mathematics division chairs and the Office for Institutional Effectiveness, so that placement is based on statistical likelihood for successful completion. Individual student success is thus enhanced and the institution is able to offer classes more efficiently by only allowing to students to register who meet the given prerequisites for any class.

The COMPASS CPT is delivered at the four campus testing centers, as well as at the Hillsboro Education Center and the Newberg Center.

Beginning January 2014 all four campus testing centers discontinued administering the CPT assessment during the second week and finals week of each term. Student demand for CPT testing from the end of each term through the beginning of the next term dropped significantly due to the implementation of the following policies and procedures over the pervious years and their impact on making students register early and shortening the time for late registration: Satisfactory Academic Progress (SAP) policy, the Drop for Non-Payment (DNP) policy, shortened late registration period and institutional financial aid FAFSA completion deadlines.

The ability to not offer CPT testing during finals week allowed the testing centers to respond to the significant increase in requests for accommodated and general proctored tests during finals week.

Service outcome data regarding college placement testing is analyzed in the "outcomes" section of this review.

General Proctored Testing

The testing centers provide generalized proctored testing services to the college, the bulk of which consist of make-up tests, that is, tests for students who have missed a test with their PCC instructor and need to take the test outside the scope of makeup options available from the instructor.

As a result from the 2007 program review recommendations all testing centers now provide general proctored tests.

In 2012, due to increased demand from instruction, general proctoring testing services to the non-PCC community at large were discontinued, with the exception of certain preexisting contractual obligations.

Service outcome data regarding college placement testing is analyzed in the “outcomes” section of this review.

Accommodated Proctored Testing

In 2011 Disability Services (DS) handed off all of the logistics for accommodated proctored testing to the campus testing centers. These logistical efforts include managing the scheduling of students for testing appointment times, finding and scheduling rooms, proctors, human aides and appropriate equipment and software that are approved accommodations for a student tester. Prior to this, accommodated proctored tests were coordinated by DS with the testing centers providing some resources and assistance as needed.

Disability Services has developed its own software, the Accessible Information Management (AIM) software, where students with approved accommodations can request scheduling of accommodated proctored tests to meet their individual and course needs. Implementation of the AIM software began in 2012. Working through AIM, testing staff can review and manage requests for accommodated testing, generate testing instructions and keep track of all testing completed.

GED Testing

The General Educational Development assessment (more commonly known as the GED test) is a well-known high school equivalency assessment, designed as an alternative option for obtaining a high school diploma. The GED test is administered at the Cascade Campus Testing Center (which is a full-service, campus testing center) and the Willow Creek Testing Center (which has limited testing services). Many students engage in Adult Basic Education instruction at PCC, or at other institutions, to prepare to take the GED test. Also, many students do not engage in preparation instruction, as it is not required to take the test.

Two significant highlights are worth mentioning in this review:

- Willow Creek Testing Center came online on May of 2011, providing GED testing services to residents on the “west side”. The number of GED tests administered by Willow Creek is significant. Cortney Nysten was instrumental in implementing the operational procedures for the GED testing center, as well as developing partnerships with GED preparation programs, both within and outside the college.
- In January of 2014 the GED test, which had been a paper and pencil since the end of World War II, changed to being delivered by computer only, with the paper and pencil option available for approved accommodated tests. Both the Cascade Testing Center, with Semhal Yehdego in the lead, and the Willow Creek Testing Center, with Cortney Nysten, followed by Kim Davis in the lead, implemented a seamless and almost glitch-free switchover. The computerized GED is delivered through the Pearson VUE testing corporation, which required Cascade and Willow Creek testing centers to become certified Pearson VUE testing centers. To date, Cascade only provides the GED from among Pearson VUE’s testing options. However, Willow Creek provides additional testing options through Pearson VUE.

Below is summary data of GED testing at Cascade Campus, MTC Works - the satellite GED testing site in Saint Helens, Oregon, facilitated by the Cascade testing center and the Willow Creek testing center.

The table immediately below summarizes the number of unique testers served in a calendar year.

GED Testers Served - By Calendar Year

	2010			2011			2012			2013			2014		
	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC
Total Testers (unique headcount)	1896	27		1711	49	116	1250	50	696	1369	46	889	299		430

Note: Willow Creek became operational in May of 2011.

Note: MTC ceased operations in December of 2013.

Note: Total testers represents the number of unique students testing in the center for that year. An individual tester may have tested at the same testing center in prior years and would have been counted only once for that year as a unique tester for that year.

Note: In 2014 the GED test went from paper and pencil to a computerized delivery.

The table immediately below summarizes the number of test units delivered during an academic year, including students taking the same subject area test multiple times (retesting) during that year.

GED Test Units Administered - By Academic Year

	2009-2010			2010-2011			2011-2012			2012-2013			2013 (July-Dec)			2014 (calendar year)	
	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	WC
	Total Test Units Administered	7792	52		6998	88	NA	5771	188	NA	4789	140	3234	2666	69	1963	990

Note: A test unit is on test covering one of the multiple subject areas in the GED test protocol. For example, the 2002 version of the GED test (which ended in December of 2013) included five subject areas. Each of those subject area tests counts as ONE test unit administered. Also, if a student RETESTED in a subject area, that also counts as ONE test unit administered. These data provide another metric to analyze work-load.

Note: MTC Works became operational in March of 2010

Note: Willow Creek became operational in May of 2011. Willow Creek data for 2010-2011 and 2011-2012 was not available.

The table immediately below summarizes the number of testers who took their last GED subject area test at the testing center (no matter when or where they started).

GED Test Completers - By Calendar Year

	2010			2011			2012			2013			2014		
	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC	CA	MTC	WC
Total Completers	1490	20		1389	35	86	993	40	563	1028	33	708	164		205

Note: Years 2010-2013 represent data for students starting and completing the 2002 version of the GED test, which was in use between 2002 and December of 2013. The 2002 version of the GED test was retired in December of 2013. Year 2014 represents data for students taking the new, 2014 version of the GED test. Students could NOT start with the 2002 version of the GED and finish with the 2014 version of the GED. If a student started with the 2002 version and did NOT complete all five subject area GED tests by December of 2013, the student had to START OVER with the new, 2014 version of the GED test.

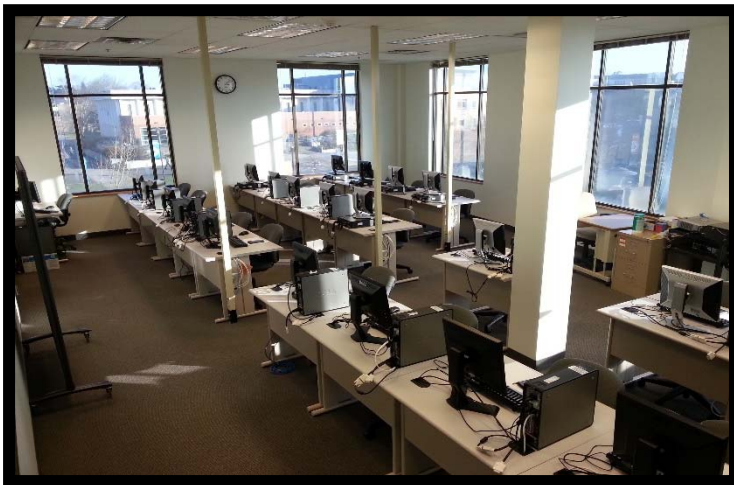
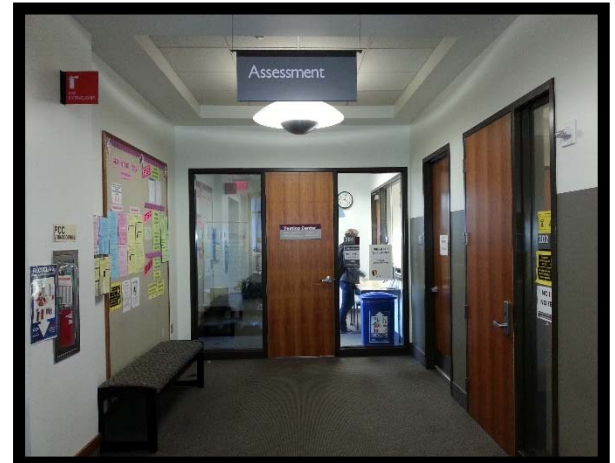
Note: This data represents students who finished their last GED subject area test in the testing center during that year, no matter when or where they started. For example, a student could have taken their first three GED subject area tests of the 2002 version of the GED in 2005 at the University of Nevada and then finished at the Cascade campus in 2012.

Testing Centers

Cascade Campus Testing Center

Testing at Cascade Campus takes place in the Student Services Building, room 204, near the administrative offices. 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. Testing unique to Cascade Campus is the GED test.

Staff	Position	FTE
Semhal Yehdego	Testing Coordinator	1.0
Vilma Paquio	Testing Lead	1.0
Sandra Dixon	Testing Assistant	1.0
Carolyn Almgren	Testing Assistant	1.0
Alina Fedoryshyn	Testing Casual	NA
Katrina Chapple	Testing Casual	NA
Mandy Hon	GED Testing Casual	NA
Naomi Barbos	Testing Casual	NA
Zachary Hunter	GED Testing Casual	NA
TOTAL STAFF FTE		4.0 FTE



Testing Offered	Availability
COMPASS	17 hrs/weekly
COMPASS ESOL	17 hrs/weekly
Proctored Tests	17 hrs/weekly
Accommodated Tests	30 hrs/weekly
GED Test	20 hrs/weekly
MATH 65 Competency	17 hrs/weekly

Facilities	Size	Capacity
Office/waiting area SSB 204	168 sqft	3
Computer Testing Lab SSB 204	360 sqft	24 stations
Paper/pencil testing room SSB 202	560 sqft	37
Storage room SSB 204	150 sqft	1
Private testing room SSB 203	48 sqft	1
Private Testing Room SSB312	264 sqft	3
TOTAL SQ. FT.	1,550 sq. ft.	



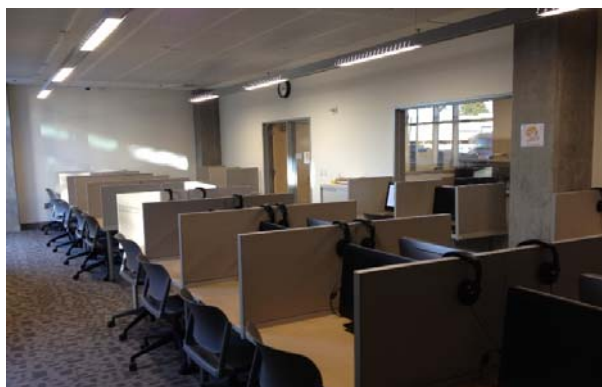
Southeast Campus Testing Center

Testing services at the Southeast Campus take place in Student Commons Building, room 118. The testing center at Southeast Campus offers CPT testing five days a week including one evening. General and accommodated proctored tests are offered every day by appointment only. ESOL placement testing is scheduled only for six weeks because of the significant number of students seeking services and limited ESOL resources. Multiple types of testing can take place in the testing environment at the same time.



Staff	Position	FTE
Jasmin Huskic	Testing Lead	1.0
Erin Allwine	Testing Assistant	1.0
Alina Fedoryshyn	Testing Casual	NA
Naomi Barbos	Testing Casual	NA
Samantha Bastida-Hall	Testing Casual	NA
Mai Harris	Testing Casual	NA
LaDona Campbell	Testing Casual	NA
Melisa Kaltak	Testing Casual	NA
TOTAL STAFF FTE		2.0

Testing Offered	Availability
COMPASS CPT	29 hrs/weekly
COMPASS ESOL	29 hrs/weekly, 6 weeks per term
Accommodated Tests	44 hrs/weekly
PCC Proctored Tests	44 hrs/weekly
MATH 65 Competency	29 hrs/weekly



Facilities	Size	Capacity
Office Area, SCOM 118B	125 sqft	1
Lobby Area, SCOM 118	627 sqft	3
Computer Lab, SCOM 118C	585 sqft	30 stations
Paper/Pencil Room, SCOM 118A	513 sqft	25 desks
Storage Room, SCOM 118F	98 sqft	1
Private Room, SCOM 118D	55 sqft	1
Private Room, SCOM 118E	57 sqft	1
TOTAL SQ.FT.	2,060 sqft	

Rock Creek Campus Testing Center

Testing at the Rock Creek Campus takes place in Building 9, room 118. Testing is offered 33 to 41 hours per week. Along with CPT, ESOL, general and accommodated proctored testing the center provide the following, unique, testing services: pesticides application, High School Equivalency Program (HEP), Aviation Maintenance Technology (AMT), Think Big and Diesel Technology. The testing center staff also provide receptionist and check-in services for the Counseling Department.

Staff	Position	FTE
Shannon Haller	Testing Lead	1.0
Andrea Reyes (Interim)	Testing Assistant	1.0
Cathie Sorenson	Testing Casual	NA
Brandon Guerrero	Testing Casual	.NA
Jose Bermejo-Gonzalez	Testing Casual	.NA
TOTAL STAFF FTE		2.0



Facilities	Size	Capacity
Office Cubicles (lead, asst., casual)	231 sqft	3.0
Moderate Distraction Testing Room	71 sqft	1
Severe Distraction Testing Room	171 sqft	1
Computer Lab (COMPASS)	1063 sqft	16
TOTAL SQ.FT.	1,536 sqft	

Testing Offered	Availability
COMPASS	33 hrs/weekly
COMPASS ESOL	17 hrs/weekly
Accommodated Tests	41 hrs/week in general testing area
Reduced Distraction	41 hrs/week in general testing area
Severe Reduced Distraction	41 hrs/week in general testing area
General Proctor	41 hrs/week in general testing area
MATH 65 Competency	40 hrs/weekly

Sylvania Campus Testing Center

Testing at Sylvania Campus takes place in the College Center building in the back of the Academic Advising and Counseling Office (CC 216). The Oregon State Building Codes Division test is a testing service unique to the Sylvania testing center. The testing schedule is broken into placement testing and proctored testing times. Students do not need an appointment; they only need to show up at the appropriate times. Sylvania testing is the only center to offer walk-in testing for proctored tests versus pre-arranged appointments as practiced by the other campus testing centers. This was due to a marked increase (from 200-250/term to over 550/term) in students needing this service when the Mathematics and Social Sciences Departments gave up their testing functions. This testing schedule includes evening test times Mondays through Thursdays and also testing on Saturdays. Certification tests are by appointment.

Staff	Position	FTE
Lee Miller	Testing Lead	1.0
Josh Bouchard	Testing Assistant	1.0
Jake Montie	Testing Assistant	1.0
Alicia Sanchez	Testing Casual	NA
Madi Cahill	Testing Casual	NA
Wayne Flower	Testing Casual	NA
Dylan McIntyre	Testing Casual	NA
Jon Marc Ross	Testing Casual	NA
TOTAL STAFF FTE		3.0



Testing Offered	Availability
COMPASS	29.5 hrs/week, weekly
COMPASS ESOL	29.5 hrs/week, weekly
Accommodated Tests	52 hrs/week, weekly
PCC Proctored Tests	26 hrs/week, weekly
MATH 65 Competency	26 hrs/week, weekly
Building Codes Tests	26 hrs/week, weekly

Facilities	Size	Capacity
Office/waiting area	340 sqft	3
Computer testing lab	460 sqft	25 stations
Testing Annex (SS 2)	361 sqft	10
Stand-alone rooms (CC216 x 2, CC225 x 1)	160 sqft	3 (6)
TOTAL SQ. FT.	1,321 sqft	



Campus Testing Centers Casual Staff

Each of the campus testing centers relies heavily on casual staff to deliver services. From managing testing check-in protocols to proctoring accommodated, general, GED and certification testing, the centers could not function without a robust casual staff budget.

Below is an analysis of the adjusted casual staff wages line item from each of the testing center budgets from 2013-2014 along with the actual number of casual hours worked during that year.

Testing Centers - Casual Staff Annual Budget - 2013-2014

	2013/2014					Totals
	CA	RC	SY	SE	CA-GED	
Annual Testing Casual Budget	\$27,448	\$5,483	\$24,789	\$9,324	\$23,246	\$90,290
Other Resources	\$-	\$12,038	\$-	\$20,156	\$-	\$32,194
Total Casual Staff Resources	\$27,448	\$17,521	\$24,789	\$29,480	\$23,246	\$122,484
Average Hourly Rate	11.00	9.75	11.00	11.00	11.00	
Possible Annual Casual Hours	2,495	1,797	2,254	2,680	2,113	11,339

NOTE: "Other Resources" indicates funding procured through the Dean of Students Office to augment the casual staff budget.

Testing Centers - Casual Staff Hours Worked - 2013-2014

Type of Service in Hours	2013/2014					Totals
	CA	RC	SY	SE	CA-GED	
CPT	1,922	1,445	130	3,090	1,559	8,146
Make-up	285	103	156	504		1,048
Front Desk	78	100	-	-	520	698
Accommodated Testing (proctoring and aide)	170	40	2,192	-	-	2,402
Total Hours	2,455	1,688	2,478	3,594	2,079	12,294

Willow Creek Testing Center

Testing services take place on the second floor of the Willow Creek Center, located in Beaverton. Willow Creek Testing Center is unique from the other testing centers in that it does not offer placement testing, general or accommodated proctored tests. All testing is computer based and as a Certified Pearson VUE Testing Center, Willow Creek Testing Center delivers the GED test along with over 90 professional certifications. Since transitioning to computer based testing in April 1, 2014 the testing center has administered over 2750 tests averaging 70 tests per week: 51% GED test and 49% professional certifications.

The ability for the testing center to administer professional certifications has been a great benefit to the college's Workforce Development Programs (located at the Willow Creek Center) and customers.

All testing is by appointment scheduled through the Pearson VUE online scheduling system. There are no walk-in options. The testing center is open five days a week, including Saturdays, and one evening per week.

Staff	Position	FTE
Kim Davis	Testing Center Coordinator	0.2
John Chandler	Testing Assistant	0.5
Patricia DeMartino	Testing Casual	NA
Debra Jones	Testing Casual	NA
Zachary Oilla	Testing Casual	NA
Brittany Sharp	Testing Casual	NA
Frank Brown	Testing Casual	NA
Madhu Narayan	Testing Casual	NA
TOTAL STAFF FTE		0.7

Testing Offered	Availability
GED State Test via Pearson Vue	37 hrs / week
Over 90 Professional Certifications via Pearson Vue	37 hrs / week

Facilities	Size	Capacity
Admissions Area	168 sqft	3
Computer Testing Lab	702 sqft	30
Pearson Vue Computers		15
Non-Pearson Vue Computers		11
Work Station (no computer)		8
ADA Lift Testing Stations		2
Private Accommodated Testing Room	80 sqft	1
TOTAL SQ.FT.	950 sqft	

Testing at Hillsboro Education Center

Limited testing services are offered at the Hillsboro Center (HC) to accommodate the needs of the Hillsboro community / western Washington County and support the course offerings at this PCC satellite facility. The HC Coordinator, Steven Swint, and the ESOL Assessment Specialist, Karen Robertson, have been trained to provide testing services consistent with the procedures followed at the campus centers. The HC staff is kept informed about testing policies/issues by the Rock Creek Testing Center staff.

In 2013-2014 the Hillsboro Testing Center administered the following number of tests:

- College Placement Tests – 750
- ESOL – 195
- Proctored Tests - 20

Testing at Newberg Center

Limited testing services are offered at the Newberg center to accommodate the needs of the Newberg population and support the course offerings at this PCC satellite facility. The Newberg testing center offers college placement test and ESOL placement test. In 2013-14 Newberg administered placement tests to approximately 75 students.

Professional Development Activities

- GED / Pearson VUE testing certification is completed annually by all GED testing staff at Cascade and Willow Creek testing centers.
- GED testing administrators attend a one-day training summit annually facilitated by the State of Oregon GED Office.
- Fall 2014, In-service Day: 3 hour training on working with difficult people and addressing problem behavior, conducted by Joe Fischer (Associate Dean of Student Development at Cascade Campus) for all full-time and casual testing center staff.
- Spring 2013: 3 hour training on customer service skills conducted by Joe Fischer (Associate Dean of Student Development at Cascade Campus) for all full-time and casual testing center staff.
- Summer, 2012: Half day seminar on dealing with students in distress, conducted by Dr. Karen Paez, Sylvania Counseling Center Director.

4 – OUTCOMES

Major Accomplishments

Over the past seven years the testing center staff have achieved several significant accomplishments.

- Assumed all duties from instructional divisions for scheduling and implementing general proctored tests.
- Assumed all duties from Disability Services for accommodated proctored tests for students with disabilities, including: scheduling rooms, finding and providing resources like readers and scribes and/or specialized equipment, communication and trouble-shooting scheduling issues with students and other functions once handled by the college's central Disability Services Office.
- Transitioning of the GED test from paper and pencil to one hundred percent computer delivered at both the Cascade and Willow Creek testing centers.
- Managed HUGE increase in service demand for the three major testing services:
 - College Placement Testing
 - Accommodated Proctored Testing
 - General Proctored Testing
- GED Satellite Testing Services for Columbia County in St. Helens, Oregon
- Worked to unify protocols and procedures for testing across the district.

Service Outcome Goals

PCC testing centers strive toward achieving four consistent service outcome goals annually. A summary of describing the provision of services to strive toward those goals is provided below.

College Placement Testing

Goal 1: Provide convenient, efficient and effective college placement testing (CPT) services to new and current students to assist in their successful placement in the correct course of study.

The four campus testing centers maintain data on key metrics that reflect services provided. These data are captured each term and recorded in a master aggregate

spreadsheet by campus for each term in an academic year. The data are easily comparable across campuses and college wide totals are easily obtained. The data collected include the following:

- Total COMPASS CPT units used
- Total retest COMPASS CPT units used
- Total students taking one or more of the COMPASS tests (unduplicated headcount)
- ESOL COMPASS assessment – total students
- ASSET assessment (paper and pencil placement option) - total students
- Aviation maintenance certification test (Rock Creek) - total students
- Building code certification test (Sylvania) - total students
- Emergency medical technician test (Cascade) - total students
- Home inspection certification test (Rock Creek) - total students
- Math 65 competency assessment - total students
- Accommodated proctored tests - total students
- Pesticide application test (Rock Creek) - total students
- General proctored tests - total students
- Proctored tests – non PCC (discontinued)
- Tax preparation test (Southeast) - total students

Highlights Include:

- Over 27,000 unique students took the COMPASS CPT in 2011. This represents a **103% increase** in students tested in just four years.
- 4,541 general proctored tests were delivered in 2013-2014.
- There was a **595% increase** (6-fold) in general proctored tests during the six years between 2007-2008 (653 tests) and 2013-2014 (4,541 tests).
- 3,313 accommodated tests (many at twice the hourly time of a general proctored test) were delivered in 2013-2014.
- There was a **3,300% increase** (330-fold) in accommodated proctored tests between 2007-2008 (10 tests) and 2013-2014 (3,313 tests).

CPT testing has increased markedly since 2007 with CPT tests peaking in 2011-2012. Consistently throughout the past seven years the testing centers have delivered placement tests to between 22,000 and 27,000 unique students annually.

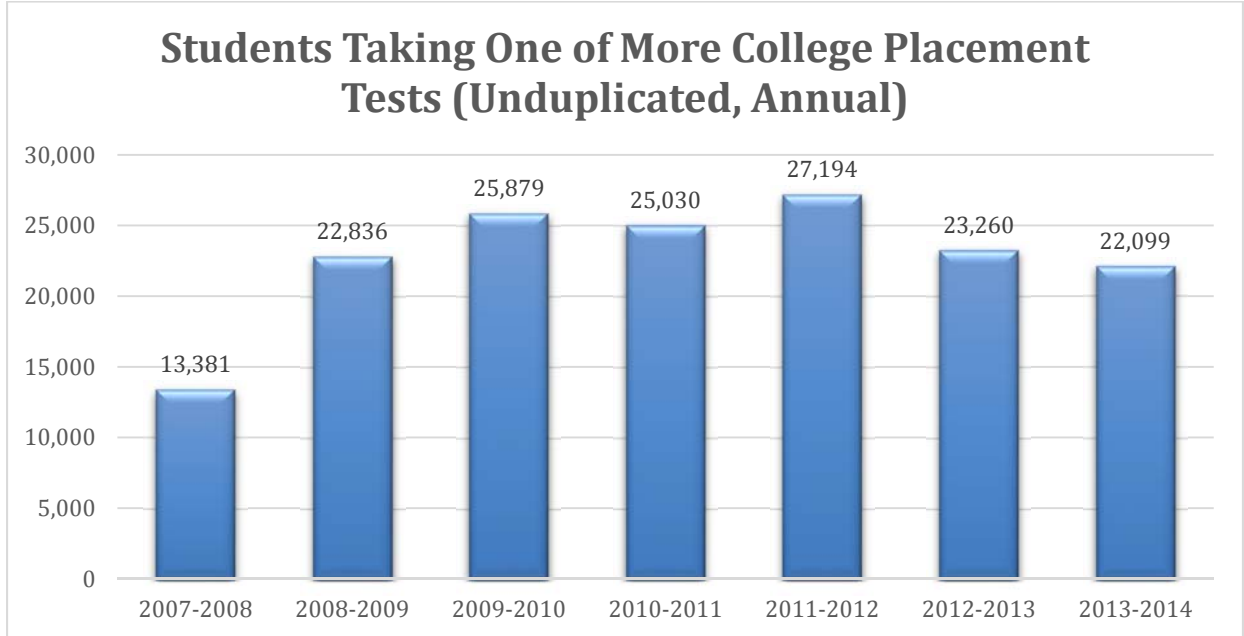
As the economy has improved over the past two years and enrollment has declined placement testing has mirrored enrollment in its decline. Also, as mentioned earlier, the changes in the Satisfactory Academic Progress and Drop for Non-Payment policies, as

well as shortening the deadline for the last day to register for classes and changes to the FAFSA deadline policies, have reduced the number of new students rushing to complete “last-minute” placement testing.

The graph below represents the number of students (unduplicated headcount) taking one or more of the COMPASS placement tests during the academic year. Note the significant one year increase in students taking the placement test (71%) between 2007-2008 and 2008-2009.

Students Taking One or More College Placement Tests (Unduplicated, Annual)

Year	Students	Annual % Change
2007-2008	13,381	NA
2008-2009	22,836	71%
2009-2010	25,879	13%
2010-2011	25,030	-3%
2011-2012	27,194	9%
2012-2013	23,260	-14%
2013-2014	22,099	-5%



General Proctored Testing

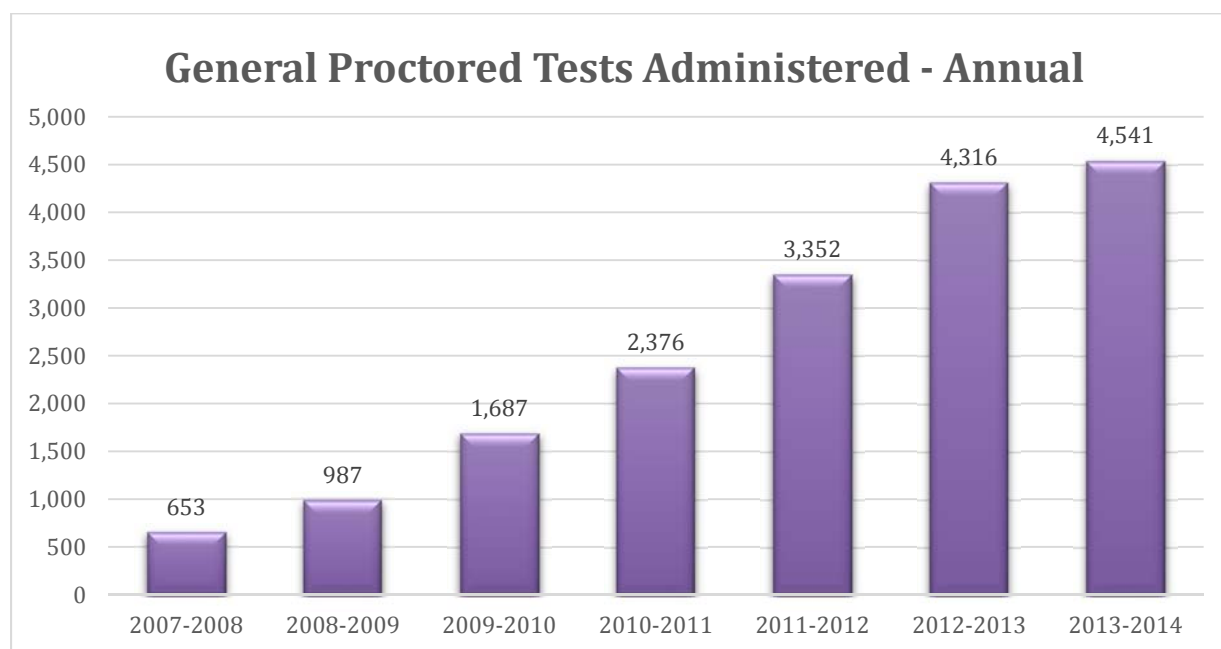
Goal 2: Provide convenient, efficient and effective general proctored testing services for instructors and students to assist students in successfully completing their courses.

In 2008-2009 a process was initiated for testing centers to take on a majority of proctored “make-up” tests from instruction. This effort gained significant momentum in 2009-2010. Each year between 2007-2008 and 2012-2013 saw significant increases in the number of proctored tests administered over the previous.

The table and graph below provide an analysis of the service provided and of the trend of increased demand for more general proctored testing services.

General Proctored Tests - Annual

Year	Tests	Annual % Change
2007-2008	653	NA
2008-2009	987	51%
2009-2010	1,687	71%
2010-2011	2,376	41%
2011-2012	3,352	41%
2012-2013	4,316	29%
2013-2014	4,541	5%



Accommodated Proctored Testing

Goal 3: Provide convenient, efficient and effective accommodated proctored testing services for instructors and students to assist students in successfully completing their courses.

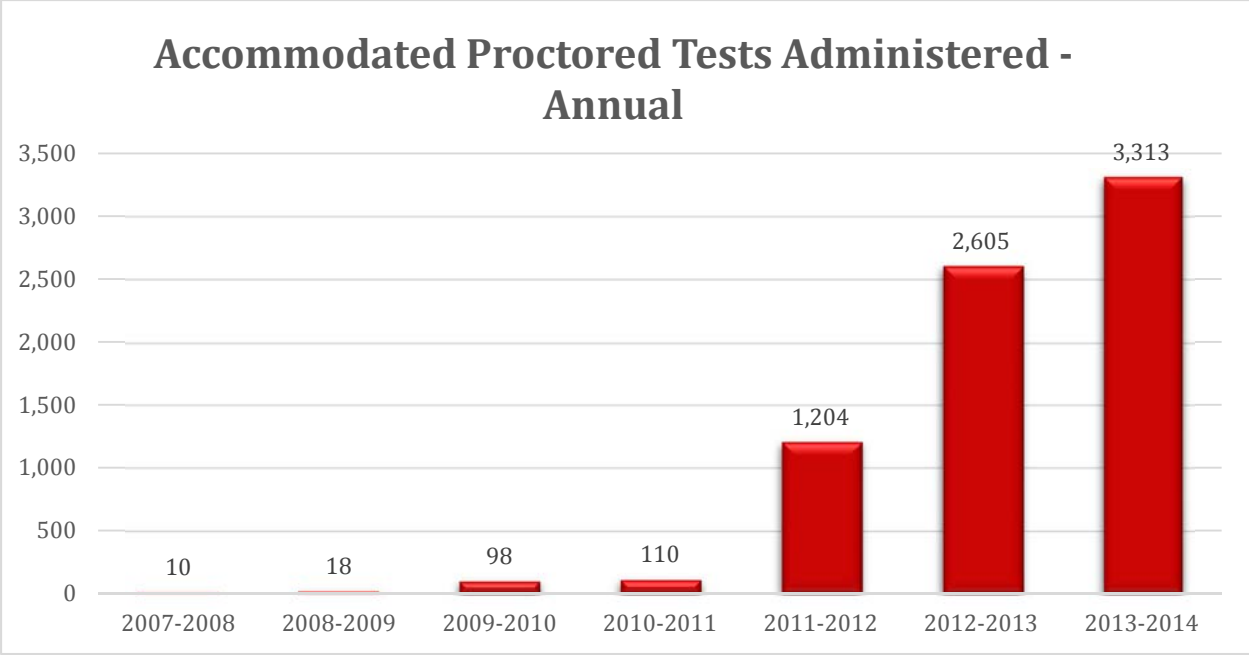
In 2011-2012 the campus testing centers took over responsibility for the logistics of providing accommodated proctored tests for students with disabilities, resulting in an almost 1,000% (10-fold) increase in the number of accommodated tests provided during the prior year.

The number of accommodated proctored tests delivered continues to increase. This is important to note because accommodated tests are human resource intensive, as well as facility resource intensive (blocking out proctored test rooms for 1.5 to 2 times the length of a general test.

The table and graph below provide an analysis of the service provided and of the trend of increased demand for more accommodated proctored testing services.

Proctored Accommodated Tests (Annual)

Year	Tests	Annual % Change
2007-2008	10	NA
2008-2009	18	80%
2009-2010	98	444%
2010-2011	110	12%
2011-2012	1,204	995%
2012-2013	2,605	116%
2013-2014	3,313	27%



Customer Service

Goal 4: Provide outstanding customer service to assist students in learning about and access testing services and reduce initial anxiety.

Testing center staff recognize they are often the first college employee with which a new student may interact. Also, most students coming to a testing center experience some level of anxiety over the assessment process, ranging from mild to severe.

Testing center staff intentionally practice effective customer service, communication and interpersonal skills. Staff have participated in a variety of professional skill development activities including customer service and how to deal with difficult students.

See the proctored testing satisfaction survey of 2014 immediately below in the special projects, initiative and outcomes section, for data on how well testing centers have achieved this service goal.

Special Projects, Initiatives and Outcomes

PROJECT: General Proctored Testing Satisfaction Survey

In the fall term the of 2014 the testing centers sent out a satisfaction survey to students and instructors who had utilized general proctored testing services between spring and summer of 2014. Results were significantly positive with high satisfaction scores from both students and faculty regarding ease of arranging a general proctored test, convenience of testing center services as they relate to proctored testing, as well as the helpfulness of the testing center staff. Many respondents shared detailed comments.

See **Appendix F** for a summary of survey results.

PROJECT: Encouraging CPT Test Preparation

A growing concern about low CPT test scores engendered by new students initiated a desire to encourage new students engage in preparation activities for the CPT. In response to this concern the testing centers initiated a project in the spring term of 2014 with the following objectives:

- Encourage new students to prepare for the CPT prior to taking it.
- Gather information from new students taking the CPT to determine if:
 - They engaged in any preparation prior to taking the CPT
 - If they did engage in preparation efforts, which CPT tests did the prepare for (reading, writing or math)
 - If they did engage in preparation efforts, how much time did they spend in preparation activities by test (reading, writing and math)

Efforts to encourage students to prepare prior to taking the CPT continue at each testing center.

Data to determine students' preparation efforts were collected between 3/31/14 and 6/20/14.

Highlights include:

- 52 percent of students testing / retesting indicated conducting some type of preparation activity
- The majority of preparation activities focused on Math (1074 students engaged in some Math preparation efforts, as compared to 289 for Writing and 269 for Reading)

Refer to **Appendix G** for an example of the brochure provided to students, the questions presented to students via COMPASS about their preparation activities, and the descriptive data from these questions.

PROJECT: Review of the Impact of Accommodated Proctored Tests on Testing Center Resources

In 2014 the testing center leads conducted an analysis of the impact of providing accommodated proctored tests on the resources of each testing center. The data are instructive and provide more insight on exactly how resource intensive deploying accommodated proctored tests are for the testing centers.

Highlights for 2013-2014 include:

- 2,276 casual staff hours committed to delivering accommodated proctored tests
- 647 casual staff hours providing services as an “aide” (not included in the figure above)
- 1,990 full-time staff hours committed to delivering accommodated proctored tests

A table summarizing the results of this review is provided in **Appendix H**.

INITIATIVE: Implementing General Proctored Testing

During the 2009-2010 academic year all four campus testing centers began to implement protocols to provide general proctored make-up tests. Up until then each campus testing center addressed the proctored make-up test issue differently. During 2009-2010 general proctored make-up tests administered by testing centers doubled over the previous year, increasing steadily each year after that. In 2007-2008 just over 650 proctored make-up tests were administered with just over 4,500 administered in 2013-2014.

INITIATIVE: Implementing Accommodated Proctored Testing

During the 2011-2012 academic year a major change occurred in how accommodated proctored tests were conducted across the district. The Deans of Student Development in collaboration with the Dean for Student Support Services shifted responsibility for the logistics of providing accommodated proctored testing services for students with

disabilities from the college's central Disability Services Office to the campus testing centers.

This shift placed a significant strain on testing center resources, given the human workload to schedule a test, reserve space for 1.5 to 2 times greater time length than an general proctored test, finding and coordinating aids, finding and coordinating proctors (proctors do not necessarily provide support like an aide), dealing with the logistics of getting tests from instructors and returning those tests, etc.

Also, with the implementation of the AIM online system for students with disabilities, students scheduled their accommodated proctored tests using that system. It was the experience of the testing center staff that a significant number of students initially were reluctant to learn the software. Testing centers had to address the scheduling problems resulting from moving to a system that students did not want to learn. Many students are still reluctant to learn the software and testing center staff spend a significant amount of time addressing the problems associated with this reticence.

Proctored accommodated tests provided by the testing centers increased from just 10 in 2007-2008 to 3,313 in 2013-2014, a 330-fold increase.

Some testing centers added additional full-time staff and/or casual staff to address the significant increase in the workload. Some did not.

INITIATIVE: Satellite GED Testing – Saint Helens, Oregon

In the fall of 2009 the campus presidents of Rock Creek and Cascade asked the Cascade Dean of Student Development Office to work with MTC Works - a company providing workforce development services for Columbia County, based out of St. Helens – to establish a satellite GED testing center in St. Helens operating out of the MTC Works facility. This project was in response to the feedback the Rock Creek Campus president had received from Columbia County commissioners concerning their desire for PCC to direct more services to county citizens, since the county is in PCC's tax district.

A need for closer, more convenient GED testing services was identified by the county commissioners. In 2009 the Willow Creek Center was not in operation and a small, independent GED testing center on the west side had closed, leaving Cascade Campus the closest GED testing center for Columbia County residents.

The GED Testing Services (GEDTS) requirements for creating a satellite testing center were completed and an application was submitted to GEDTS. In early 2010 the application was approved and beginning in March of 2010 a staff member from the Cascade Campus testing center provided GED testing every third Friday at the MTC Works office in St. Helens.

In 2014, when the GED moved from the paper and pencil format to online, computer delivery, the satellite testing center was no longer an option. All GED testing had to be done at a certified Pearson Vue testing center. As PCC moved to phase out the St. Helens satellite operation, MTC Works was in the process of applying to Pearson Vue to become their own testing center.

Also, the Willow Creek Center had opened in 2011 and had been delivering GED testing services for the west side since that time. The Willow Creek location is more convenient than Cascade Campus for Columbia County residents.

Below is a summary of the services provided during the four year GED testing satellite program with MTC Works in St. Helens.

**Columbia County - GED Satellite Program with MTC Works
2010 to 2013**

Year	# of Students	Total Tests	Note
2010	70	106	Started in March
2011	89	152	
2012	121	192	
2013	65	100	Ended in August
Totals	345	550	

INITIATIVE: Conversion to Computer Based GED Testing

In 2012 the American Council on Education (ACE) – the owners of the GED high school diploma equivalency assessment – announced the discontinuation of the GED paper and pencil test format and that on January 1, 2014 all GED tests would be deployed via a computer based, online system. ACE contracted with Pearson VUE testing company to provide the online GED tests.

This meant that PCC's GED testing centers (the Cascade and Willow Creek testing centers) were required to become certified Pearson VUE testing centers, which included addressing issues such as enhanced security protocols, computer equipment minimum system requirements, installation of additional computer equipment at each center as well as at one of the PCC server farms. Also, staff were required to become trained and certified Pearson VUE testing administrators.

During the 2013 calendar year the testing center staff and technology solution services staff at Cascade and Willow Creek worked diligently to implement this change, which included dealing with a significant spike in GED testing for those students needing to finish before the end of 2013 and the discontinuation of that GED test. The transitions went well with very few problems. Technology solution services staff were extremely helpful with this transition.

INITIATIVE: Opening of the Willow Creek Testing Center

As the Willow Creek Center was under construction in 2009-2011, a testing center was part of its original plans. The objective for this testing center was to provide GED testing on the west side, along with other assessment services geared toward the needs of workforce development programs and other proprietary educational assessment needs. This center was not designed to provide college placement testing or proctored testing services.

The Willow Creek testing center opened in May of 2011, through the significant efforts of Ken Dodge and his staff.

OUTCOME: Disability Services Sponsored Student Satisfaction Survey

The college's Disability Services Office disseminated a comprehensive satisfaction survey to students accessing disability services at the end of winter term, 2014 to students who used accommodations during either spring 2013, summer 2013, fall 2013 or winter 2014. The survey was expansive and included several questions relevant to accommodated proctored testing services in the testing centers.

Evaluative scores and comments about accommodated testing were generally positive. The results do have a recurring theme of frustration by students of not having enough available testing times or that times are not convenient. This is a frustration shared by

testing center staff, in that staffing and physical resources limit the “inventory” of available accommodated testing slots each testing center can provide.

The information from this survey is insightful and will assist testing centers in their efforts to improve service for accommodated proctored testing.

Results relevant to accommodated proctored testing were extracted from the survey and are provided in **Appendix I**.

5 – ANALYSIS

2007 Program Review Recommendations Analysis

In 2006, at the time of the initial work on the 2007 Program Review, the testing centers took part in the LEAN Process. This process, while focusing mainly on enrollment, was the source of a set of testing-specific recommendations that outlined goals which were to be completed by 2009.

The LEAN Process was the first time that a large number of testing center staff had come together and the differences between practice and procedure between each of the centers was painfully obvious.

Since then much work has been done to create a more universal experience for those who use testing services, and indeed, the testing centers are run far more similarly than ever before. But differing resources and duties have made true universality among the testing centers not possible.

In addition to the need to come together more on shared practices and procedures, another problem in 2007 was a perceived lack of resources. In fact, two of the 2007 Program Review recommendations dealt directly with a lack of resources and how to direct them. Today, these are still issues that need to be addressed.

In spite of the lack of resources, two other recommendations coming from the 2007 Program Review focused on the expansion of testing functions: exploring the feasibility of offering GED testing at additional sites within PCC along with offering accommodated proctored testing.

It was determined that expanding GED testing to all four testing centers was not feasible. Also, as plans for the Willow Creek Center progressed, the decision was made to provide GED testing at Willow Creek, thus addressing an ongoing complaint about the lack of GED testing services on the “west side”. Testing centers have taken over accommodated proctored testing, which has dramatically increased the need for more resources.

The four campus testing centers eventually did take over from Disability Services the functions of providing accommodated proctored testing for students with disabilities.

Appendix J provides a matrix documenting the 2007 program review recommendations, the outcomes to date regarding those recommendations and

suggested next steps to continue to move forward on those recommendations beyond 2014-2015.

Outstanding Aspects / Current Issues

- **DEMAND FOR ACCOMMODATED PROCTORED TESTS:** Testing centers currently cannot meet the demand for accommodated proctored tests. As Disability Services' efforts to improve services to students increases, more students will request accommodated proctored tests.
- **DATA COLLECTION AND AGGREGATION:** Testing centers continue to improve in consistency between campuses in collecting, reporting and archiving data, allowing for effective comparative analysis.
- **PANTHER PATH:** In the near future the Panther Path will change the order of how new students engage college services. Students will participate in an initial orientation BEFORE attempting the placement test. This rearrangement has significant implications for changes in how the testing centers and orientation centers collaborate in providing services to new students.
- **SERVICES AND TYPE OF WORK HAS CHANGED:** In the past seven years the testing centers have gone from providing ONLY CPT testing, mixed in with a smattering of third party certification assessments, to adding a robust set of proctored testing services for both general and accommodated testing. The work of the testing center staff has increased in complexity and the impact on the college is more significant. Testing center staff have continued to learn and deploy new skills in order to adapt to these changes.

Outstanding Problems

- **SPACE:** Currently space is limited for proctored testing, especially accommodated proctored testing. Even after several campuses add proctored testing space upon completion of the 2008 bond remodel, the demand for proctored testing, especially accommodated tests, is anticipated to grow.
- **STAFFING:** Staff FTE (both regular and casual employees) are significantly different between campuses. Several campuses are significantly understaffed at present, placing at risk a deterioration of service as greater demands are placed on the testing centers.

Emerging Trends

- **INCREASE IN DISTANCE LEARNING (DL) CLASSES:** More DL classes present challenges for testing authentication and security. General proctored tests in the testing centers may be considered by instruction as one part of the solution. This will have a significant impact on demand for proctored testing services.
- **INCREASED INSTRUCTIONAL USE OF PROCTORED TESTS:** In the past some instructors have sent students to the testing centers to take class tests in lieu of providing the test during regular class time. Testing centers were not designed to provide that service. Efforts are needed to continue to monitor misuse of these types of tests.
- **DEMAND FOR VARRIED / NEW TESTING SERVICES:** As instructional and student services programs change the delivery of instruction and services, new and additional demands for assessment services may be requested from the testing centers. As of this writing the Chemistry department at the college has implemented a prerequisite assessment to allow students to demonstrate proficiency to enter an advanced Chemistry class, in lieu of taking a lower level Chemistry class to meet the prerequisite, and has requested that this assessment be delivered by the testing centers, like a general proctored test. The ramifications and impact of such an assessment are being analyzed. A system to review and decide upon requests made AT A DISTRICT WIDE LEVEL should be developed.
- **ALTERNATIVE PLACEMENT ASSESSMENTS:** Various constituencies at the local, state and federal levels are considering the viability of placement assessment protocols other than CPT, which may still impact testing centers.
- **UPGRADE TO NEW VERSION OF COMPASS PLACEMENT TEST:** American College Testing has a newer version of the COMPASS placement test than the one currently used at the college. If COMPASS is maintained as one of the primary placement tools the college will need to consider upgrading to the newest version of the COMPASS.

6 – CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Campus testing centers serve significant numbers of new and current students, as well as faculty (proctored test support) each year.
- The retention and longevity of testing center professional staff has been beneficial to service provision.
- Testing centers are operating at full capacity, some at more than full capacity. Staffing issues for these centers are important and should be addressed soon.
- Providing accommodated proctored testing has had a significant impact on the resources of the testing centers. Some testing centers have not added regular or casual employees to address this demand.
- The demand for both accommodated and general proctored testing services will continue to grow.
- The testing centers should continue their efforts to seek operational consistency between the four campuses.

Recommendations

The following recommendations were formed as a result of this program review process and highlight priorities needing attention in order to support the effectiveness of the college's testing centers.

Recommendation #1: *PCC management should provide clear direction for the objectives and priorities of the testing centers.*

The lack of a clear, college-wide strategy for testing centers has led to differing models of how testing services are provided on each campus. It has also led to an ad hoc approach to what type of tests can and cannot be taken and when. Clearly stated direction from management would alleviate these problems and ease the anxiety that testing staff have experienced from a lack of stated strategy.

Recommendation #2: Create a clear procedure with guidelines for evaluating and taking on new tests.

Data supports that testing centers will receive requests to provide expanded or new services in the future. Such requests should be vetted using a district wide protocol that evaluates the systems impact of proposed changes / addition of services so that the current challenge of inadequate resources is not exacerbated.

Recommendation #3: Provide adequate space, personnel and resources necessary to satisfy current and future demands for testing services.

Again, as current and future demands grow the testing centers need to grow as well in order to meet these demands and maintain service effectiveness.

Recommendation #4: Clarify, adopt, publish and enforce procedures and guidelines concerning student behavior.

With an increasing number of students accessing testing services more problems related to test security and student conduct will naturally occur. Codifying expected student behavior will provide students and staff a way of providing expectations and enforcing accountability regarding the use of testing services.

Recommendation #5: Continue to provide training opportunities for testing center staff.

Training is best way to address the increasing complexity that testing center staff deal with on a daily basis.

Recommendation #6: Look into the feasibility of expanding AIM or another third-party scheduling software to use in deploying general proctored testing.

Currently, students and faculty alike are subject to two completely different methods on how to make arrangements with testing centers for proctored testing; accommodated proctored testing and general proctored testing. Faculty must navigate two different systems in arranging for a student to complete a proctored test. Also, not all students with disabilities will use their accommodations when arranging for a proctored make-up

test. So, on some occasions students and faculty and testing center staff must use the DS AIM system for scheduling and completing a proctored test (in this case, an accommodated test), while on other occasions they must use the more archaic and manual system of arranging for a general proctored test.

A software system to manage general proctored testing would streamline efforts, reduce demand on testing resources and provide a more consistent and seamless proctored testing experience for students, faculty and testing center staff.

Recommendation #7: *Conduct an analysis regarding the significant growth in the delivery of testing services over the past seven years and compare resource allocation over the years between testing centers to determine if testing centers are adequately resourced.*

The demand for testing services had exploded over the past six years. A thorough analysis of testing center resources has not been conducted.

7 – SUMMARY

In the seven years that have passed since the 2007 Testing Centers Program Review, the testing centers have worked hard to create a more uniform experience while absorbing more responsibilities. The problems faced in 2007 have become more pronounced in 2015. The need for a clear, strategic direction as to how to allocate resources to meet current and future service demands is essential.

Testing center staff are passionate about providing service, not just at the start of a new student's enrollment, but throughout their academic career at PCC. The successful integration of general and proctored testing, while also successfully coping with the unprecedented growth in the demand for testing services over the past seven years has been, in large part, due to the dedication, hard work and commitment of all testing center staff.

Testing services at PCC stand on the cusp of a new era. The testing center staff are excited and ready to move forward.

8 – APPENDIX

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APPENDIX - A
Alignment with National College Testing Association
Standards & Guidelines

PCC Grid of NCTA Standards & Guidelines				
	CA	RC	SE	SY
A. POLICY				
1. Develop Mission Statement	Y	Y	Y	Y
2. Adequate Financial Resources?	N	N	N	N
3. Adequate Physical Facilities?	N	N	Y	Y
4. Diligent, Honesty, Integrity, Fairness?	Y	Y	Y	Y
5. EEOC, Affirm. 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?	Y	Y	Y	Y
14. Evaluate testing program thoroughly on an ongoing basis?	Y	Y	Y	Y
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	Y
3a. Paper proctoring - all hired staff paid TOKEN if examinees no-show.	Y	Y	Y	Y
3b. Computer proctoring - centers paid in FULL if examinees no-show.	N	N	N	N
4. Computerized testing res. May be handled locally or via central res ofc.	Y	Y	Y	Y
5. Testing center will cover liability issues.	?	?	?	?
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

	CA	RC	SE	SY
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
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	N	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	Y	Y
1l/2i. Evaluates the program and all testing staff at regular intervals.	N	N	N	N
2. <u>Coordinator of faculty and depts. that use test center svcs.</u>				
See above - incorporated into Section 1.				
3. <u>Day/temp/casual Test administrators and proctors MUST:</u>				
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	N	N	N
4. <u>Office staff/secretaries/student personnel who assist MUST:</u>				
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	N	N	N

	CA	RC	SE	SY
<u>D. INSTITUTIONAL REPRESENTATION & COORD.</u>				
1. Testing program will be represented / supported at various college levels.	Y	Y	Y	Y
2. Test Centers must:				
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	Y
2c. Communicate assessment goals/objectives across campus and in community.	Y	Y	Y	Y
3. To implement P/R activities on behalf of test center, it is important to:				
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
4. To achieve positive reputation of admin. a variety of tests, centers MUST:				
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
<u>E. PHYSICAL ENVIRONMENT</u>				
1. To assure security of test materials, area where materials are stored MUST:				
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:				
2a. Maintain a distraction-reduced environment; anticipate outside factors & take action.	Y	N-Not neccs ly	Y	Y
2b. Consider room temp; attempt to correct.	Y	N-Not neccs ly	Y	Y
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

	CA	RC	SE	SY
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.	Y	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:				
3a. Adequate parking is available.	Y	Y	Y	Y
3b. ADA requirements are met.	Y	Y	Y	Y
4. Special Accommodations:				
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				
5a. Hardware & software requirements will be set at a basic level that allows usage by	Y	Y	Y	Y
(cont) multiple testing company programs.				
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
A. PAPER-BASED TESTING				
1. Before the test, the Testing Ops Mgr and/or staff:				
1a. Schedule adequate trained staff and backup if possible.	Y	Y	Y	Y
1b. Perform facilities & equip. check for condition and security. Secure restrooms.	N	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

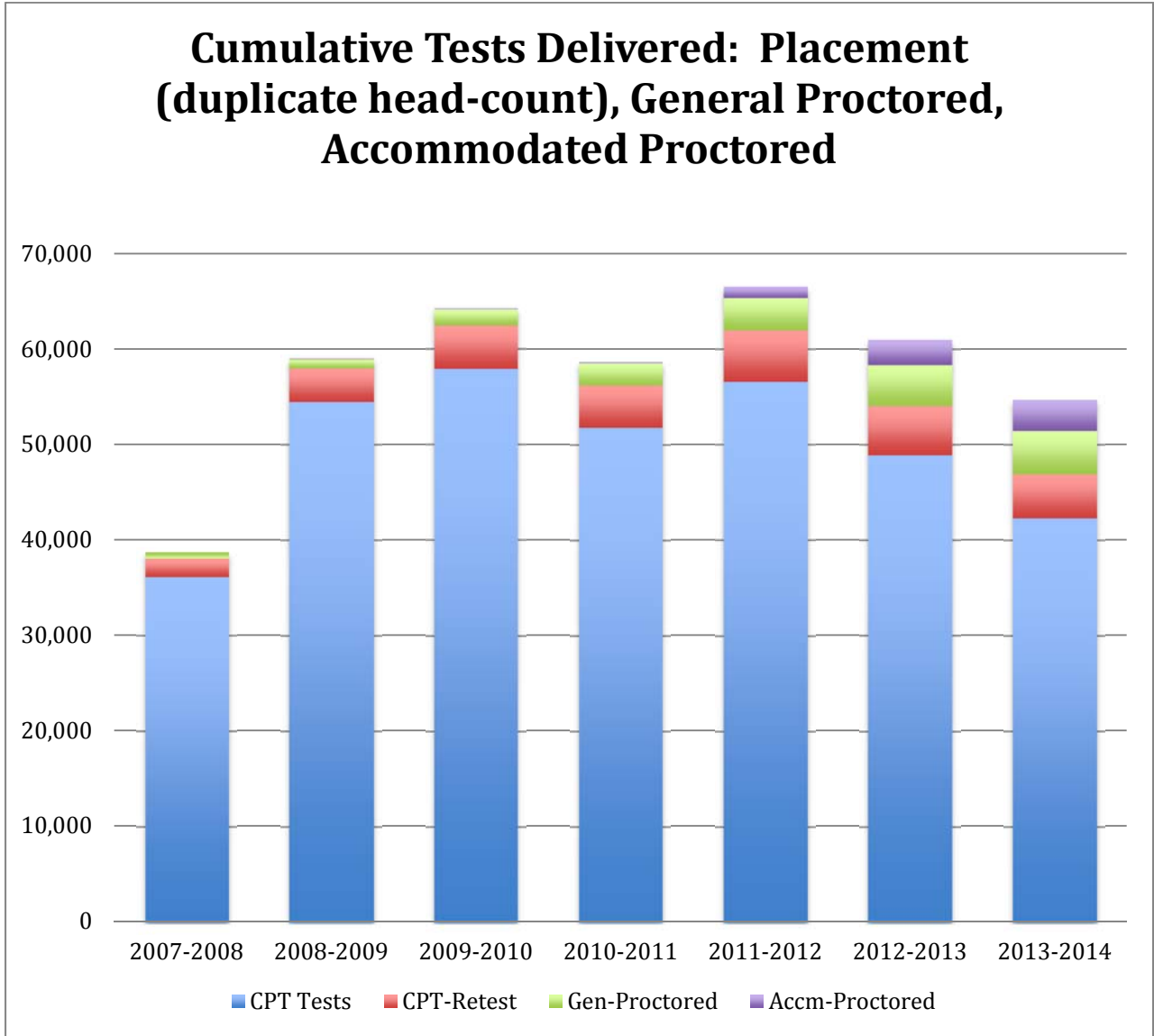
	CA	RC	SE	SY
1f. Prepare staff for administrations with thorough review of manual.	N	Y	N	Y
1g. Assure that all necessary equipment is in proper working order.	Y	Y	Y	Y
1h. Make appropriate campus contacts.	Y	Y	Y	Y
1i. Communicate necessary information to examinees.	Y	Y	Y	Y
1j. Assure proper reporting address on roster; reconcile errors.	Y	Y	Y	Y
1k. Display directional signs and room assignments on test day.	N	N	N	N
2. To facilitate the admitting process, testing staff:				
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:				
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.	N	N	N	N
3g. Distribute and collect materials individually and reconcile counts at all times.	Y	Y	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:				
4a. Count and secure test materials before dismissing examinees.	Y	Y	Y	Y
4b. Prepare reports/paperwork (vouchers, forms, etc.).	Y	Y	Y	Y
4c. Arrange pickup/shipping, as necessary (according to co. specs and local system).	Y	Y	Y	Y
4d. Retain test admin docs (ie. Rosters, seating charts, vouchers) for at least 1 yr.	Y	Y	Y	Y

	CA	RC	SE	SY
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:				
1a. Schedule adequate number of trained staff, per prog requirements; have backup avail.	N	N	N	N
1b. Unlock facilities; perform check of facilities and equip for condition and security.	Y	Y	Y	Y
1bi. Check rest rooms for security.	N	N	N	N
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.	Y	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:				
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	N
2f. Perform computer check-in functions based on program requirements.	N	N	Y	N
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:				
3a. Maintain security of questions, software and equip by actively monitoring /proctoring.	Y	Y	Y	Y

	CA	RC	SE	SY
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
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:				
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:				
5a. Reconcile materials based on exam/examinee counts.	Y	Y	Y	Y
5b. Sort, label, and store materials.	Y	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	Y
5h. Complete and send materials and forms on weekly or monthly basis, depending on prog.	Y	Y	Y	Y

APPENDIX - B

Cumulative Tests Delivered: College Placement Tests, General Proctored Tests and Accommodated Proctored Tests



APPENDIX - C

Percent Increase For Tests Delivered Over Prior Year

YEAR	Placement	Gen-Proctored	Accum-Proctored
2007-2008	BASELINE	BASELINE	BASELINE
2008-2009	71%	51%	80%
2009-2010	13%	71%	444%
2010-2011	-3%	41%	12%
2011-2012	9%	41%	995%
2012-2013	-14%	29%	116%
2013-2014	-5%	5%	27%

APPENDIX - D

College Aggregate Testing Data by Year

Campus Testing Centers - Aggregate Data															
By: ACADEMIC YEAR															
YEAR	CPT TOTAL # of units	CPT RETEST # of units	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Past App	Proctor PCC	Proctor non-PCC	Tax Prep
2007-2008	36,137	1,929	13,381	2,311	348	55	513	0	10	54	10	202	653	442	173
2008-2009	54,442	3,526	22,836	3,166	549	112	885	15	42	57	18	211	987	642	279
2009-2010	57,884	4,564	25,879	3,263	753	95	790	37	15	58	98	245	1,687	642	272
2010-2011	51,790	4,421	25,030	2,992	137	0	910	1	0	79	110	158	2,376	445	214
2011-2012	56,559	5,425	27,194	2,181	124	23	938	0	0	42	1,204	256	3,352	565	288
2012-2013	48,914	5,124	23,260	3,018	132	36	761	0	0	63	2,605	265	4,316	825	163
2013-2014	42,288	4,580	22,099	2,801	133	19	750	0	0	74	3,313	280	4,541	15	0
2014-2015	7,639	928	4,408	744	30	2	205	0	0	10	966	53	1,182	0	0
2015-2016	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017-2018	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018-2019	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX - E

Annual Aggregate Testing Data – By Term – By Center

Campus Testing Centers

Academic Year: 2013-2014

SOUTHEAST CENTER

TERM	CPT TOTAL # of units	CPT RETEST # of units	CPT # of stu	ESOL # of stu	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	DS	Pest App	Proctor PCC	Proctor non-PCC	TOTAL # of stu
Fall	2242	291.5	1195	203	5	x	x	x	x	2	151	x	336	15	1907
Winter	2028	231.5	1019	154	8	x	x	x	x	3	194	x	305	x	1683
Spring	1823	193	929	227	4	x	x	x	x	4	223	x	360	x	1747
Summer	3757	475	2046	312	15	x	x	x	x	2	28	x	177	x	2580
Totals	9850	1191	5189	896	32	0	0	0	0	11	596	0	1178	15	7917

CASCADE

TERM	CPT TOTAL # of units	CPT RETEST # of units	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	DS	Pest App	Proctor PCC	Proctor non-PCC	TOTAL
Fall	1656	204.5	1000	66	10	x	x	0	x	3	181	x	200	x	1460
Winter	1464	179.5	852	66	13	x	x	0	x	4	201	x	169	x	1305
Spring	1228	131	720	31	6	x	x	0	x	4	232	x	171	x	1164
Summer	2344	277	1470	97	10	x	x	0	x	3	82	x	91	x	1753
Totals	6692	792	4042	260	39	0	0	0	0	14	696	0	631	0	5682

ROCKCREEK

TERM	CPT TOTAL # of units	CPT RETEST # of units	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	DS	Pest App	Proctor PCC	Proctor non-PCC	TOTAL
Fall	2854	371.5	1778	213	7	7	x	x	x	4	293	61	227	x	2590
Winter	2782.5	306.5	1264	214	14	4	x	x	x	9	324	83	245	x	2157
Spring	2535	265	1114	156	1	3	x	x	x	12	249	77	249	x	1861
Summer	5737	601	2695	111	4	5	x	x	x	1	69	59	134	x	3078
Totals	13908.5	1544	6851	694	26	19	0	0	0	26	935	280	855	0	9686

SYLVANIA

TERM	CPT TOTAL # of units	CPT RETEST # of units	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	DS	Pest App	Proctor PCC	Proctor non-PCC	TOTAL
Fall	2446	239	1287	209	10	x	184	x	x	7	323	x	520	x	2540
Winter	2304	209	1188	210	5	x	210	x	x	6	310	x	550	x	2479
Spring	1990.5	171.5	1017	160	9	x	155	x	x	8	357	x	561	x	2267
Summer	5098.5	437.5	2525	372	12	x	201	x	x	2	96	x	246	x	3454
Totals	11839	1057	6017	951	36	0	750	0	0	23	1086	0	1877	0	10740

Campus Testing Centers																
Academic Year:		2012-2013														
Campus:		SOUTHEAST CENTER														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2727	325	1377	193	4	x	x	x	x	1	69	x	337	202	91	2274
Winter	2406	306	1259	201	2	x	x	x	x	1	90	x	359	241	49	2202
Spring	1904	184	923	173	1	x	x	x	x	3	101	x	289	196	8	1694
Summer	3352	503	1921	230	9	x	x	x	x	x	33	x	187	186	15	2581
Totals	10389	1318	5480	797	16	0	0	0	0	5	293	0	1172	825	163	8751
Campus:		CASCADE														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	1888	188	1063	72	3	x	x	0	x	2	119	x	150	x	x	1409
Winter	1798	204	1109	86	10	x	x	0	x	5	120	x	171	x	x	1501
Spring	1583	158	920	60	10	x	x	0	x	3	208	x	185	x	x	1386
Summer	2898	344	1778	100	12	x	x	0	x	2	74	x	100	x	x	2066
Totals	8167	894	4870	318	35	0	0	0	0	12	521	0	606	0	0	6362
Campus:		ROCKCREEK														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	3589	397	1541	268	18	13	x	x	x	12	189	56	301	x	x	2398
Winter	3186.5	370	1363	267	14	9	x	x	x	4	182	75	239	x	x	2153
Spring	2772	220	1135	145	4	4	x	x	x	2	169	68	230	x	x	1757
Summer	5350	574	2470	232.5	12	10	x	x	x	6	63	66	101	x	x	2960.5
Totals	14897.5	1561	6509	912.5	48	36	0	0	0	24	603	265	871	0	0	9268.5
Campus:		SYLVANIA														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2890	237	1441	255	10	x	171	x	x	5	306	x	261	0	x	2449
Winter	2722	230	1181	272	6	x	198	x	x	3	397	x	572	0	x	2629
Spring	2435	179	1033	219	7	x	182	x	x	8	383	x	559	0	x	2391
Summer	7413	705	2746	244	10	x	210	x	x	6	102	x	275	0	x	3593
Totals	15460	1351	6401	990	33	0	761	0	0	22	1188	0	1667	0	0	11062

Campus Testing Centers																
Academic Year:		2011-2012														
Campus:		SOUTHEAST CENTER														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2732	353	1421	184	8	x	x	x	x	6	33	x	281	125	209	2267
Winter	2830	327	1423	210	11	x	x	x	x	1	36	x	343	178	49	2251
Spring	2956	309	1256	255	4	x	x	x	x	3	46	x	341	126	15	2046
Summer	4289	550	2253	268	2	x	x	x	x	3	14	x	194	136	15	2885
Totals	12807	1539	6353	917	25	0	0	0	0	13	129	0	1159	565	288	9449
Campus:		CASCADE														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2324	215	1382	104	1	x	x	0	x	2	x	x	147	x	x	1636
Winter	2156	222.5	1362	84	1	x	x	0	x	5	87	x	118	x	x	1657
Spring	1831	174.5	1048	75	2	x	x	0	x	6	62	x	150	x	x	1343
Summer	3143	273	1695	123	6	x	x	0	x	3	57	x	107	x	x	1991
Totals	9454	885	5487	386	10	0	0	0	0	16	206	0	522	0	0	6627
Campus:		ROCKCREEK														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	5214	471	2214	262.5	38	6	x	x	x	x	x	62	247	x	x	2829.5
Winter	3649	346	1691	223	3	7	x	x	x	5	129	48	236	x	x	2342
Spring	3856	278	1559	177	x	x	x	x	x	x	109	84	253	x	x	2182
Summer	6363	657	2387	215	8	10	x	x	x	8	56	62	61	x	x	2807
Totals	19082	1752	7851	877.5	49	23	0	0	0	13	294	256	797	0	0	10160.5
Campus:		SYLVANIA														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	3721	321	1817		8	x	307	x	x		x	x	226	x	x	2358
Winter	3172	258	1591		20	x	196	x	x		193	x	176	x	x	2176
Spring	2839	226	1420		6	x	224	x	x		275	x	294	x	x	2219
Summer	5484	444	2675		6	x	211	x	x		107	x	178	x	x	3177
Totals	15216	1249	7503	0	40	0	938	0	0	0	575	0	874	0	0	9930

Campus Testing Centers																
Academic Year:		2010-2011														
Campus:		SOUTHEAST CENTER														
TERM	CPT	CPT	CPT	ESOL	ASSET	Aviat	Build	EMT	Home	Math	OSD	Pest	Proctor	Proctor	Tax	TOTAL
	TOTAL	RETEST	# of stud	# of stud		Maint	Code		Inspect	65 comp		App	PCC	non-PCC	Prep	
	# of units	# of units														
Fall	2511	284	1176	136	8	x	x	x	x	3	11	x	202	71	113	1720
Winter	2779	302	1433	211	10	x	x	x	x	6	32	x	220	139	64	2115
Spring	2525	243	1231	226	4	x	x	x	x	2	41	x	203	100	14	1821
Summer	4548	586	2364	343	11	x	x	x	x	4	26	x	138	133	23	3042
Totals	12363	1415	6204	916	33	0	0	0	0	15	110	0	763	443	214	8698
Campus:		CASCADE														
TERM	CPT	CPT	CPT	ESOL	ASSET	Aviat	Build	EMT	Home	Math	OSD	Pest	Proctor	Proctor	Tax	TOTAL
	TOTAL	RETEST	# of stud	# of stud		Maint	Code		Inspect	65 comp		App	PCC	non-PCC	Prep	
	# of units	# of units														
Fall	2544	232	1707	143	0	x	x	0	x	5	x	x	79	x	x	1934
Winter	1522	120.5	1283	100	2	x	x	1	x	9	x	x	121	x	x	1516
Spring	2053	208.5	1110	85	4	x	x	0	x	7	x	x	131	x	x	1337
Summer	4012	358	2151	106	3	x	x	0	x	5	x	x	76	x	x	2341
Totals	10131	687	6251	434	9	0	0	1	0	26	0	0	407	0	0	7128
Campus:		ROCKCREEK														
TERM	CPT	CPT	CPT	ESOL	ASSET	Aviat	Build	EMT	Home	Math	OSD	Pest	Proctor	Proctor	Tax	TOTAL
	TOTAL	RETEST	# of stud	# of stud		Maint	Code		Inspect	65 comp		App	PCC	non-PCC	Prep	
	# of units	# of units														
Fall																0
Winter	3450	254	1305	229						4		56	115			1709
Spring	3154	260	1274	195						6		97	221			1793
Summer	4961	410	2102	290						4		5	37			2438
Totals	11565	924	4681	714	0	0	0	0	0	14	0	158	373	0	0	5940
Campus:		SYLVANIA														
TERM	CPT	CPT	CPT	ESOL	ASSET	Aviat	Build	EMT	Home	Math	OSD	Pest	Proctor	Proctor	Tax	TOTAL
	TOTAL	RETEST	# of stud	# of stud		Maint	Code		Inspect	65 comp		App	PCC	non-PCC	Prep	
	# of units	# of units														
Fall	4073	340	1743	240	20		239			4			170	2		2418
Winter	3330	280	1483	222	10		156			7			222	0		2100
Spring	3862	226	1671	209	35		208			7			230	0		2360
Summer	6466	549	2997	257	30		307			6			211	0		3808
Totals	17731	1395	7894	928	95	0	910	0	0	24	0	0	833	2	0	10686

Campus Testing Centers																	
Academic Year:	2009-2010																
Campus:	SOUTHEAST CENTER																
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	CPT # of stud	ESOL	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units															
Fall	2759	241	1271	154	31	x	x	x	x	x	1	x	x	137	85	103	1782
Winter	2662	239	1150	240	2	x	x	x	x	x	4	12	x	147	109	43	1707
Spring	2032	188	906	178	3	x	x	x	x	x	4	10	x	169	44	11	1325
Summer	3875	422	1886	300	11	x	x	x	x	x	2	9	x	91	74	14	2387
Totals	11328	1090	5213	872	47	0	0	0	0	0	11	31	0	544	312	171	7201
Campus:	CASCADE																
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	CPT # of stud	ESOL	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units															
Fall	3,071	264	1672	69	5	x	x	2	x	x	4	x	x	65	11	x	1828
Winter	2,666	188	1399	191	7	x	x	18	x	x	5	x	x	103	5	x	1728
Spring	2,099	155	1060	73	4	x	x	15	x	x	6	x	x	81	3	x	1242
Summer	3,889	315	2068	132	5	x	x	2	x	x	4	x	x	62	1	x	2274
Totals	11725	922	6199	465	21	0	0	37	0	0	19	0	0	311	20	0	7072
Campus:	ROCKCREEK																
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	CPT # of stud	ESOL	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units															
Fall	4046	340	1654	286	130	38				3			32		37	68	2248
Winter	3739	300	1489	278	27	9				3	2		91		81	29	2009
Spring	3377	251	1350	190	291	37				8	4	67	84		18	4	2053
Summer	5462	490	2478	178	82	11				1	3		38	83	6		2880
Totals	16624	1381	6971	932	530	95	0	0	15	9	9	67	245	83	142	101	9190
Campus:	SYLVANIA																
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	CPT # of stud	ESOL	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units															
Fall	3949	257	1603	234	20			202			4			239	48		2350
Winter	3516	259	1498	264	50			176			5			200	50		2243
Spring	3862	226	1671	209	35			208			7			200	58		2388
Summer	6880	429	2724	287	50			204			3			110	12		3390
Totals	18207	1171	7496	994	155	0	790	0	0	0	19	0	0	749	168	0	10371

Campus Testing Centers																
Academic Year:		2008-2009														
Campus:		SOUTHEAST CENTER														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	1825	158	771	230	4	x	x	x	x	1	2	x	85	76	85	1254
Winter	2140	150	896	165	11	x	x	x	x	1	4	x	83	54	64	1278
Spring	1971	168	970	107	1	x	x	x	x	2	7	x	85	17	8	1197
Summer	3988	304	1695	353	8	x	x	x	x	3	5	x	37	73	2	2176
Totals	9924	780	4332	855	24	0	0	0	0	7	18	0	290	220	159	5905
Campus:		CASCADE														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2187	153	1096	119	2	x	x	x	x	1	0	x	27	6	x	1251
Winter	2598	162	1255	127	5	x	x	x	x	3	0	x	47	20	x	1457
Spring	2254	183	1224	114	5	x	x	13	x	5	0	x	53	25	x	1439
Summer	4308	308.5	2282	150	3	x	x	2	x	4	0	x	16	5	x	2462
Totals	11347	806.5	5857	510	15	0	0	15	0	13	0	0	143	56	0	6609
Campus:		ROCKCREEK														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2734	146.5	1014	217	158	34	x	x	16	2	x	52	x	23	78	1594
Winter	3165	159.5	1030	201	63	45	x	x	12	0	x	73	x	43	30	1497
Spring	3821	221	1464	128	111	16	x	x	8	3	x	37	x	30	6	1803
Summer	6365	428.5	2662	301	63	17	x	x	6	3	x	49	x	51	6	3158
Totals	16085	955.5	6170	847	395	112	0	0	42	8	0	211	0	147	120	8052
Campus:		SYLVANIA														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	3344	159	781	211	10	x	217	x	x	7	x	x	165	49	x	1440
Winter	3682	211	1638	257	10	x	223	x	x	8	x	x	130	33	x	2299
Spring	3525	182	1442	190	50	x	203	x	x	9	x	x	155	60	x	2109
Summer	6535	432	2616	296	45	x	242	x	x	5	x	x	104	77	x	3385
Totals	17086	984	6477	954	115	0	885	0	0	29	0	0	554	219	0	9233

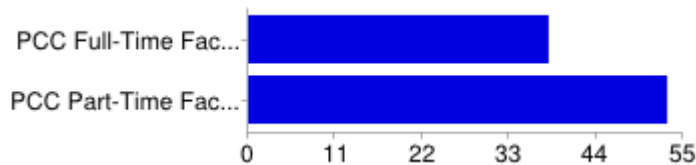
Campus Testing Centers																
Academic Year:		2007-2008														
Campus:		SOUTHEAST CENTER														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall	2010	114	983	219	2	x	x	NA	x	x	x	x	19	13	55	1291
Winter	1729	78	645	175	2	x	x	NA	x	1	2	x	49	20	71	965
Spring	1398	107	744	x	6	x	x	NA	x	1	5	x	42	21	6	825
Summer	3011	226	1322	256	13	x	x	NA	x	3	3	x	45	31	7	1680
Totals	8148	525	3694	650	23	0	0	0	0	5	10	0	155	85	139	4761
Campus:		CASCADE														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall																0
Winter	1830	86	818	116	10	x	x	NA	x	4	x	x	33	27	x	1008
Spring	1637	108	641	104	8	x	x	NA	x	6	x	x	38	9	x	806
Summer	3191	155	1604	109	5	x	x	NA	x	3	x	x	30	8	x	1759
Totals	6658	349	3063	329	23	0	0	0	0	13	0	0	101	44	0	3573
Campus:		ROCKCREEK														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall																0
Winter	2697	114	809	231	42	28	x	NA	3	4	x	56	x	69	19	1261
Spring	3481	108	778	256	148	3	x	NA	4	2	x	97	x	29	7	1324
Summer	4978	231	1918	264	70	24	x	NA	3	3	x	49	x	37	8	2376
Totals	11156	453	3505	751	260	55	0	0	10	9	0	202	0	135	34	4961
Campus:		SYLVANIA														
TERM	CPT TOTAL	CPT RETEST	CPT # of stud	ESOL # of stud	ASSET	Aviat Maint	Build Code	EMT	Home Inspect	Math 65 comp	OSD	Pest App	Proctor PCC	Proctor non-PCC	Tax Prep	TOTAL
	# of units	# of units														
Fall																0
Winter	3125	132	845	112	12	x	159	NA	x	6	x	x	229	62	x	1425
Spring	3104	125	707	149	10	x	157	NA	x	8	x	x	109	45	x	1185
Summer	3946	345	1567	320	20	x	197	NA	x	13	x	x	59	71	x	2247
Totals	10175	602	3119	581	42	0	513	0	0	27	0	0	397	178	0	4857

APPENDIX - F

Project: Proctored Exam Satisfaction Survey – Instructors and Students

Summary – Instructor Responses

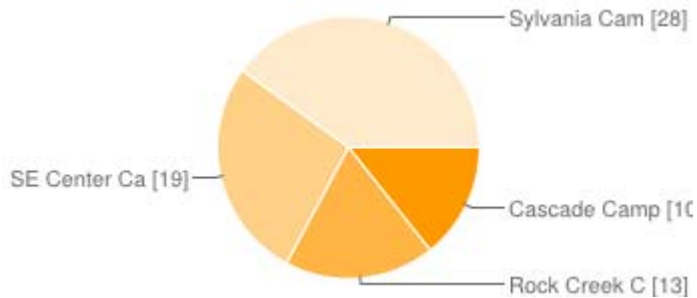
PCC Affiliation



PCC Full-Time Faculty	38	42%
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PCC Part-Time Faculty	53	58%
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Which Testing center did your student use services at?



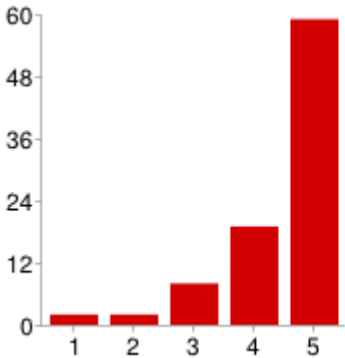
Cascade Campus	10	11%
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Rock Creek Campus	13	14%
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SE Center Campus	19	21%
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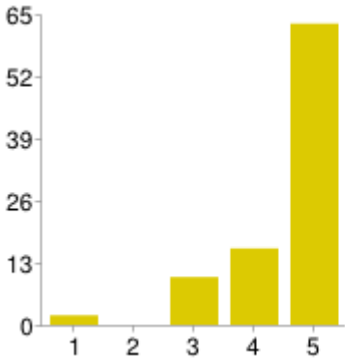
Sylvania Campus	28	31%
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1. It was easy to arrange a proctored exam for student in your class.



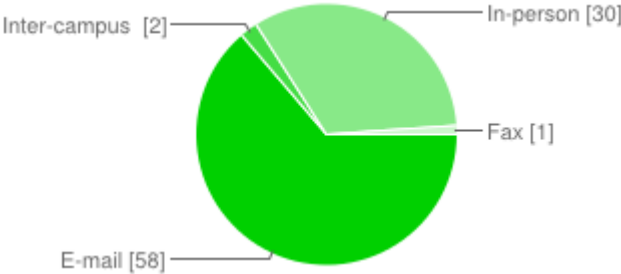
1	2	2%
2	2	2%
3	8	9%
4	19	21%
5	59	65%

2. Submitting test materials to the testing center was convenient.



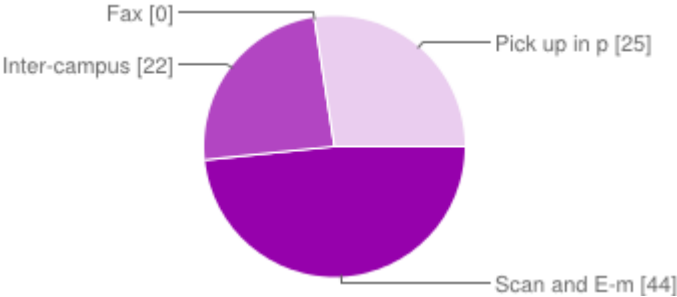
1	2	2%
2	0	0%
3	10	11%
4	16	18%
5	63	69%

3. Which delivery method did you use to get the exam to the testing center?



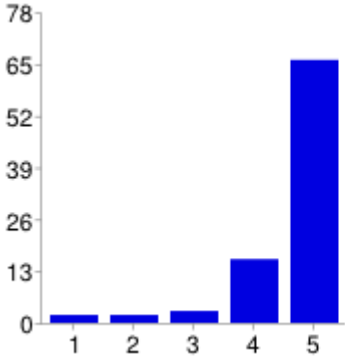
E-mail	58	64%
Inter-campus mail	2	2%
In-person	30	33%
Fax	1	1%

4. Which delivery method did you select to receive the completed exam?



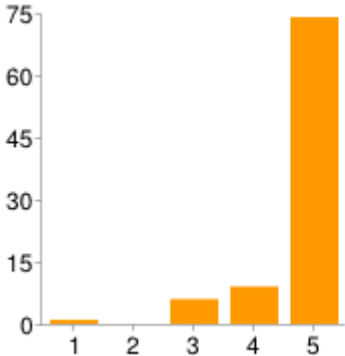
Scan and E-mail	44	48%
Inter-campus mail	22	24%
Fax	0	0%
Pick up in person	25	27%

5. Completed exam returned in a timely manner.



1	2	2%
2	2	2%
3	3	3%
4	16	18%
5	66	73%

6. The testing staff was helpful.



1	1	1%
2	0	0%
3	6	7%
4	9	10%
5	74	81%

Comments

- Let's move the form on-line please. E-mail is cumbersome. The form cannot be filled out in pdf. When filling it out in word all the lines go off when entering data. It could be improved.
- Sylvania TC staff are great :)
- I love the folks at the Sylvania TC. I feel I have a solid relationship with them and I can't think of a single issue that's come up when working them in the past few years.
- Thank you!
- Lee, Josh, and Jake do a fantastic job at the Sylvania Testing Center, and I am extremely glad to have such a great testing center staff to work with!
- It would be helpful if the form that instructors fill out was updated... e.g., it was formatted as a form and not a manually spaced document. 2) It's hard to direct students to the testing centers' contact info. The best link you I give them is this: <http://www.pcc.edu/resources/testing/> This link is confusing to students (as it contains info not relevant to them). All of the campus's info is only available as a side tab, so there's no way to direct students anywhere but the main page or to a specific campus's testing center. It would be helpful if the webpage was easier to navigate and direct students to. 3) It's helpful for students to be able to utilize any of PCC's testing centers, especially as each has limited availability and students schedules often change. It would be extremely helpful if the testing centers could work as one cohesive, well-functioning unit; more specifically, it would be helpful if they could move beyond email as far as submitting exams and had a database where they could be uploaded.
- Please consider allowing "walk-in" students in emergency situations!
- I still think that students find it difficult to sign up for accommodated exams on the computer system; but I appreciate the staff working hard to make it all work.
- The staff at the Testing Center have always been helpful, cooperative and as flexible as possible while maintaining the absolutely necessary 'tight ship'.
- We have great people working at the testing center. Hopefully the facility will be bigger after the remodel so that they can offer more types of testing during more hours.
- Thanks for all of your hard work!
- Staff is always friendly and helpful. Administrative support (\$) for more testing hours would be the most helpful.
- Great staff at the Southeast Campus Testing Center! Instructive and helpful. (I did not answer the first question as I have not had a proctor for my exams).
- Great job!
- Confirmation that the quiz/exam was received would be helpful.
- Sylvania testing center has always worked well for me. Thanks!

- The testing center at SE is my favorite one to use. They are incredibly professional, easy to work with, and return exams extremely fast.
- Good job, thank you!
- I appreciate that a scan and email return is, and should be, one test per pdf attachment.
- I had some complaints the last time I completed this survey, but things have gone better recently.
- it is ALL GOOD except one student complained to me about distracting sounds, e.g., conversations during his taking of the exam
- It is easy on the instructor side, but I find that students often have a hard time getting used to an orientated with setting up an exam since we moved to the computer system. I teach math and often I'm teaching the first exams that they decide to have proctored.
- Horrible service
- The exam for my student got attached to another instructor's test and he took/received the test of my student. The Instructor emailed me and scanned in the test for me. I think this was a rare occurrence and just a mistake. I'm glad I put my name on the test and also that the proctor form was likely attached to test. I guess it would be a good thing to always have a proctor form attached to a completed test, just in case. Maybe you already do that?? I'm not mad, just letting you know that it happened. :)
- Lately, the testing center's services have been great but, during the past 10+ years using the testing centers for make-up testing, I've had many complaints about the testing centers (e.g., far too little testing times, refusals to accept emailed exams, and significant differences in the policies at the various campuses). Over and over and over again, I tried to explain to testing center coordinators the problems with your policies and requested changes and offered suggestions but was always met with a refusal to even consider making any changes until, suddenly, many months or years later, the very suggestions I had made long ago were adopted leaving me both happy that the policies had improved and baffled at why I had been dismissed in the past for suggesting the very same things you finally agreed to do. Anyway, the point is just that it's been very frustrating working with the testing centers over the years since there's never once been any effort on your part to ask for feedback - until now with this survey! So I appreciate you finally asking for feedback but your policies are currently pretty reasonable so I don't have much to say other than I hope you'll continue to ask the PCC community for feedback. Thanks for your help proctoring exams.
- I have no complaint with speed of the testing center putting the exam into the mail. I have more issues with how long it takes campus mail to get the mail to my box. That process seems to take at least two days or more for the mail to travel from the CC building to the ST building.
- I wish there was a form that we could fill out online (like this survey) in order to submit the test instructions.
- I use the online system to send the exams. As a language instructor, I would really appreciate if they gave me the option to attach the listening section too.

The staff was really helpful when I sent it by email, but I believe that a system that lets you submit more than one document would be really convenient for language instructors. Thanks!

- The testing center at Cascade is always great!
- I love how easy it is to use the testing center. However I have heard from many students that it is incredibly easy to cheat in the testing rooms where students have figured out where cameras are and how to turn their backs to them to use cell phones, notes etc. my advice would be to maybe have required lockers that students leave and lock all of their possessions including phones except for a pencil and calculator. Many other schools have implemented that and it has made improvements in the validity of exams.
- Great service always! I wish the college would give adequate space and human resources to this department so that they could offer a full schedule for makeup exams. It seems like these hours are being squeezed out by the many other kinds of testing demands. This is making it more difficult for makeup exam students to find available times without missing out on class sessions which is not a good situation.
- Great work! I appreciate the opportunity the testing center provides for my students.
- Could you have a "fillable" proctor form?
- I appreciate the willingness of the Testing Center staff to accommodate last-minute proctoring requests.
- The Sylvania testing center is great!. My students and I appreciate your "no-appointment needed" policy. I also like it that you don't insist that I send the test over 24 hours in advance. Sometimes in emergency situations for students, I have to come up with an alternate arrangement quickly. So your center rules work really well for me.
- This survey is too simplistic to account for all the interactions I've had with various testing centers around the district. With respect to make up testing: In general, I've appreciated the promptness and recent changes to the testing centers. Allowing for exams to be returned via scanning and email is greatly appreciated! The responses reflect one of the less ideal interactions I had when I had asked for an exam to be scanned and emailed prior to being mailed back. The exam wasn't scanned and emailed and when I sent an email asking if the student had taken the exam, I did not receive any response. Overall, I know the testing center staff on my campus very well and have always had good interactions with them. For the centers on the other campuses, I don't know the staff and I've had mixed interactions. With respect to DS accommodated testing: I've had mixed results in the submission portion of the process. As I'm limited to 1MB in file size, I often have to break exams up into several parts. This is confusing for both myself and the testing center staff. I have to make sure all 2, 3, or 4 parts are uploaded and they have to make sure all 2, 3, or 4 parts are downloaded and that they're in the right order. I do not understand why we are limited to a 1MB file size.
- The staff is wonderful!!!
- I am very thankful for all testing centers at PCC. I use them all.

- The emails had a lot of words on them...lots of spaces...it was hard to read. I couldn't easily tell what was important to read. In one of the emails it says "the testing center" which was pretty vague. Some schools have their own disability testing center so some clarity on the word "testing center" would be good. "A student in your class, XXX, has submitted a request to have proctored exam through testing center." <--- This could be worded better. "This email is to confirm details for proctoring exams through PCC Testing Center." <--- This could be worded better. I felt there were too many emails sent. I don't need confirmation emails...they just confuse me.
- I use the Testing Center regularly at Cascade, and they are amazing. Very accommodating and helpful.
- Thank you for all you do!
- I use all centers. RC has been the one with the most frustration (to the point that I would discourage students for that location and know several colleagues who refuse to allow testing at RC), however the last year seems better. While it is understandable that each campus has a different set up and people, the different processes at the campuses can be difficult to manage from an instructor perspective (and can cause confusion for students). The software for accommodated students does not give all needed info to the testing center (in particular the deadline dates for competing the exam). The emailing option is much better than campus mail, but it might be worthwhile to consider a submission site to upload/download exams and completed exams (with auto-generated email as an alert). I'm always worried that I might miss an email. It is great when the student name is given in the email to allow searching. Option to scan completed exam and send through campus email would be nice instead of one or the other (hard copy is easier to grade, but the scan is good for quick turnarounds or when stuff gets lost in campus mail). Some printers do not print math or graphs correctly. I'm not sure why this happens or how to remedy it. SE and SY are great to work with! Very quick to respond and supportive when issues arise. RC is better now, it seems, but I still feel hesitant because of all the past issues. I don't have that much experience with CA, but nothing concerning to report. As much as it is possible to streamline, the better. It seems like there might be a better technology solution besides email (but I'm not impressed with the accommodation software... yet).
- Having to fill out the same form repeatedly for the same quiz, different students, is a little time-consuming but I have appreciated your willingness to work with me on that by being able to submit one set of instructions for all students and then just submit the exams. Would have appreciated the option to select more than one in the survey. For example, in #3 I would have selected both e-mail and in-person. Overall, I always feel that all of you "go the extra mile" to assist both my students and me. Thank you!
- Rock Creek Campus Rocks!
- I used to use the RC Testing Ctr for make-ups routinely, but after having Testing Ctr staff TWICE fail to print out and supply the last page of the exam for students I only use the Center for accommodated mandated tests. The scanned exams for

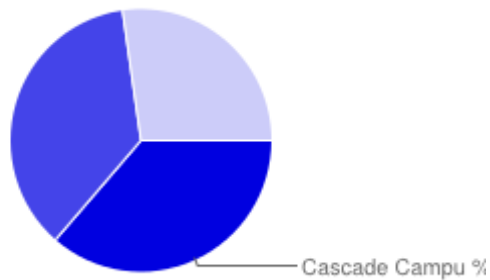
those exams have been great. Previously I have always had the exam held for pick-up but the scanned option is a great addition.

- I'm a huge fan of the testing center! They are great! So very helpful and nice to work with. It's my pleasure to use them. It's an amazing service for staff and students. Thanks again!
- I guess I just gave some 4's partly because of slightly unwieldy process for submitting accommodated exams (first the 'contract' then individual appointments and our uploading using the link). But I guess i'm getting used to it and, like representative democracy, it not be ideal, but maybe it's better than the alternatives ;) Marc Rose
- Thanks for your great work this quarter. I also used email to deliver exams and used campus mail for delivery to me, but the form only gave me one option.
- Cascade campus: I have had some problems recently. Once, I submitted 5 of the same exam (in person) and said "Four of these are regular make-up tests; one of them is for [name of student that we both know does disability testing]." I even wrote that student's name on the top. However, that test was misfiled with the others, and when the student arrived to take the test, s/he was given an old quiz (that s/he had already taken through TC/DS) instead. Suggestion: at Clackamas CC, each exam has a deadline, after which the student cannot take it. This would prevent students from taking old exams that should have been thrown away. I had another problem when I wanted to replace some exams with new versions (because I had handed back the graded exam to the class before the late students had taken it in the TC). I thought I was clear when I said to replace the exams on file with the new version -- something like "trash the ones with the yellow page and replace them with these that have a blue page" -- but I apparently wasn't, because I got an email 2 days later, essentially saying "they should do the new exam, right?" When I handed over the new blue exams I thought it might have been insulting to say "please hand me the old yellow exams so that I know you won't use them by mistake" but I guess I should have. I appreciate the service provided by the TC, but these are preventable mistakes that may be due to inefficient or haphazard procedures. I wish that make-up exams could be scheduled at more times than the 4 offered, but I understand if staffing/logistics make that unreasonable.
- I enjoy working with the staff at Sylvania.
- Lee, Josh, and Jake in the Sylvania testing center do a fabulous job! They are very efficient, organized, and extremely helpful. I can always count on them.
- Since they moved mail room out of Tabor 104, I haven't been able to figure out WHERE TO LEAVE copies of tests, if I can't e-mail them; think I finally know, but was very frustrated at the time when I needed it.
- I teach online so I use all testing centers regularly.
- I have had accommodated exams proctored at both Sylvania and Cascade in the past and had excellent experiences. This term I am also having accommodated exams proctored at Rock Creek, with much more difficulty and less helpfulness than the other campuses.
- Great job over there. Just wish I could get the completed exams delivered to me by the next day instead of 2 days later. No big deal.

- The Sylvania testing center staff are incredibly helpful and friendly. I've had nothing but positive experiences with them.
- Staff at Cascade Testing Center are professional, helpful, and efficient.

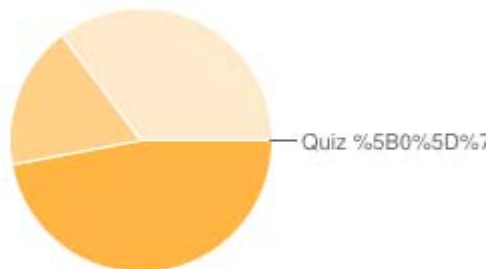
Summary – Student Responses

Which campus did you take your exam at?



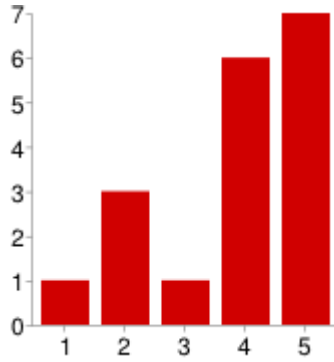
Cascade Campus	4	22%
Rock Creek Campus	4	22%
SE Center Campus	0	0%
Sylvania Campus	3	17%

1. I used the testing center today for this type of proctored exam.



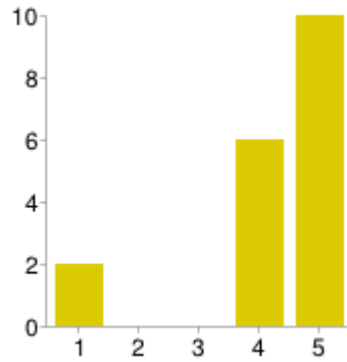
Quiz	0	0%
Missed regular exam	8	44%
Mid-term exam	3	17%
Final exam	6	33%

2. I was satisfied with the testing center hours of operation.



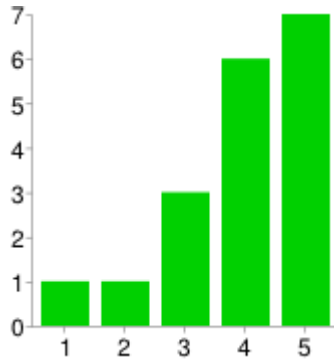
1 1 6%
2 3 17%
3 1 6%
4 6 33%
5 7 39%

3. The amount of time I waited for services after I arrived at the testing center was reasonable.



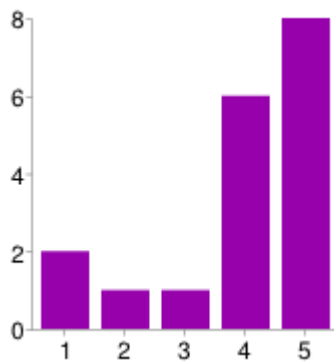
1 2 11%
2 0 0%
3 0 0%
4 6 33%
5 10 56%

4. I found the atmosphere at the testing center was conducive to testing.



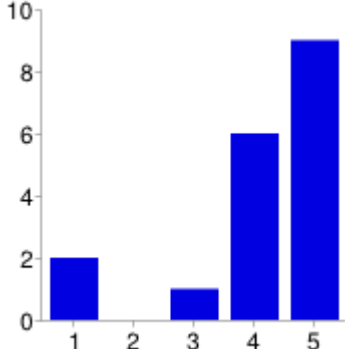
1 1 6%
2 1 6%
3 3 17%
4 6 33%
5 7 39%

5. I found the room provided adequate space for testing.



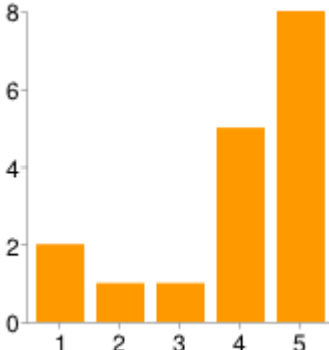
1 2 11%
2 1 6%
3 1 6%
4 6 33%
5 8 44%

6. My test was administered in a timely and efficient manner.



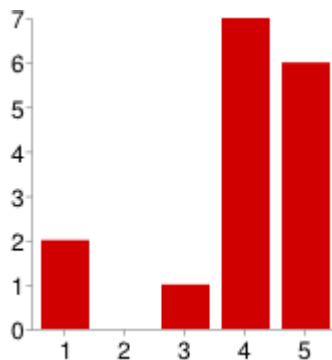
1 2 11%
2 0 0%
3 1 6%
4 6 33%
5 9 50%

7. The staff was friendly and helpful.



1 2 11%
2 1 6%
3 1 6%
4 5 28%
5 8 44%

8. Overall, how satisfied were you with the services you received from the testing center?



1 2 11%

2 0 0%

3 1 6%

4 7 39%

5 6 33%

Comments?

- I was put at the front of the room where I was facing the wall and the rest of the students testing were facing forward towards me. That was a little nerve racking at first. I think the test center seemed over full. There was not room on most desks to spread out for a test because computers were in the way.
- I was advised to arrive early to ensure I could get a spot for testing, I appreciate the staff giving me a heads up before hand so I could plan my time accordingly.
- I get that there are rules and guidelines to follow so that it's fair and no cheating is possible, but would it kill the staff if they smiled just a bit?
- Testing hours are limited which makes it difficult being a full time student and working full time. I was to make up an exam that would take approx. 3 hours. The testing center was only open from 12-3 and so I arrived at 11:45 in order to get my full 3 hours worth. A number of students showed up that day and the testing center didn't open until 12:05. They only allowed some of the students into the testing room due to limited seating and the rest of us had to start a wait list. Once I had a chance to talk to the staff in the testing center, and told them my test would take 3 hours, they said that we would be able to work it out. I was first on

the waitlist and the first student got done in 45 minutes. While I was checking in, the staff now told me that I would not get the full 3 hours that my test allowed, I would get 2 hours and 15 minutes. What?!?!?! This was the ONLY day that I could make up my exam, it was near the end of the term and like I said, hours were limited and I could not make any other time. I was quite upset. I feel as though I should of been allowed into the room when the door opened since I my test would take the entire 3 hours and I was there 15 minutes early. The person who's test only took 45 minutes should have been the one to have to wait. I thought it was really unfair and needless to say I did not do my best on the exam because I felt upset and rushed the entire time.

- chose random answers since I didn't actually use the testing center
- The services and assistance provided by the cascade testing center are excellent, professional, and deeply appreciated.
- The staff has never been very nice or friendly when you call to schedule or otherwise. They're very brash and short with people. They weren't horrible on test day, but definitely some had poor attitudes.
- Only problem is being watched, makes me nervous. A timer before the time is up would be nice. Other than that, everything was perfect.

APPENDIX – G

PROJECT: Encouraging New Students to Prepare BEFORE Taking the CPT Tests

Structure of Project:

Component One– Encourage Students to Prepare Prior to Taking the CPT

- New students were asked by testing center staff if they had done any preparation for the CPT.
 - If the student answered “yes”, the student was assisted to start the CPT.
 - If the student answered “no”, the staff implemented the following intervention strategies:
 - Staff verbally explained the advantages of preparing for the CPT, focusing on the saving of time and money.
 - Staff provided with a flyer that emphasized the benefits of preparing for the CPT.
 - The brochure listed several different web pages where students could access free COMPASS preparation and practices test resources.
 - Staff indicated that the student could use the Orientation Center (or any computer lab or resource) to access these web resources

Component Two – Collect Information on Student CPT Preparation Efforts

- Students taking the CPT were presented a brief questionnaire from within the COMPASS software as they prepared to take the CPT. The following questions were asked:
 - “Did you do any practice or study in preparation for the placement test?”
 - Answer Options:
 - Yes
 - No
 - “If you did practice or study, what area did you focus most on?”
 - Answer Options:
 - Writing
 - Reading
 - Mathematics
 - English as a Second Language
 - Test-Taking Strategies
 - “If you did practice or study, how much time did you spend?”

- Answer Options: student could select any of the following time frames for EACH of the five practices areas listed in the second question (above):
 - Less than 30 minutes
 - 30 to 60 minutes
 - 60 to 90 minutes
 - More than 90 minutes

The following table provides a descriptive analysis of the answers to component two's questions broken down by campus.

Be Prepared!



“Did you know that a day or two of preparation could potentially save you hundreds of dollars, and few terms worth of time and effort?”

In order to enroll in most classes at PCC, you must meet their prerequisites: these prerequisites are met through your placements on the College Placement Test. *Doing well on the College Placement Test will ensure that you will be able to start at a level that is right for you, and not so low that you would need to take more classes than you really need.*

Taking unneeded classes can cost hundreds of dollars, just for the classes themselves. Factor in books and materials, and then all the time and effort to attend the class, do the homework, and pass the tests, and true cost of not doing well on the placement test *really* adds up.

“Well, what can I do to do well on the College Placement Test?”

I’m glad you asked! Here are some resources that you can access, right now.

<http://www.pcc.edu/resources/testing/placement/preparing.html>

(See Also)

<http://www.pcc.edu/resources/tutoring/sylvania/student-success/>

<http://spot.pcc.edu/academ/math/prepared.htm>

<http://www.purplemath.com/>

<http://www.a4esl.org>

<http://www.learningexpresshub.com/college-center/home/home>

Good luck, and see you soon!

Testing Centers - COMPASS Test Preparation Question Results
Spring Term - 2014

Item	Cascade	Southeast	Sylvania	Rock Creek	Total	% of Total
<u>TOTAL NUMBER OF STUDENTS TESTING (unduplicated headcount)</u>						
Students testing or retesting for the CPT	720	929	856	1126	3631	100%
Students indicating some preparation activities	269	490	490	626	1875	52%
Students with no preparation activities	451	439	366	500	1756	48%
<u>STUDENTS PREPARED FOR ONE OR MORE CPT TESTS (duplicate head count)</u>						
<u>WRITING</u>						
< 30 minutes	16	19	18	19	72	
30 - 60 minutes	19	25	34	43	121	
60 - 90 minutes	8	13	7	25	53	
> 90 minutes	6	18	12	7	43	
Total Writing	49	75	71	94	289	
<u>READING</u>						
< 30 minutes	6	12	18	12	48	
30 - 60 minutes	22	32	23	42	119	
60 - 90 minutes	14	10	11	27	62	
> 90 minutes	14	9	7	10	40	
Total Reading	56	63	59	91	269	
<u>MATH</u>						
< 30 minutes	18	46	44	53	161	
30 - 60 minutes	54	103	116	134	407	
60 - 90 minutes	28	44	63	68	203	
> 90 minutes	38	83	85	97	303	
Total Math	138	276	308	352	1074	

APPENDIX - H

PROJECT: Examining the Impact of Accommodated Proctored Tests on Testing Center Resources

Data was collected from academic year 2013-2014 regarding the impact of accommodated proctored testing on testing center resources.

Data examined included:

- Annual staff hours involved in providing services
- Number of tests and no-shows – snapshot of Spring Term 2014
- Weekly hours devoted to specific tests – from Spring Term 2014
- Physical resources: furnishings, computers, spaces / stations

The data is summarized in the table below.

Project and Analysis: Impact of Accommodated Testing on Testing Center Resources - 2013-2014

Item Measured	Measured By	Cascade		Rock Creek		Southeast		Sylvania		Totals
		QTY	Notes	QTY	Notes	QTY	Notes	QTY	Notes	
Casual hours specifically for DS proctoring	Annual	100		130		0		2046		2276
Full-time hours specifically for DS proctoring	Annual	288		715		107		880		1990
Casual and/or FT hours specifically as DS aide	Annual	56		33		30		528		647
MODERATE accommodated exams	Academic Term	106		120		64		204		494
SEVERE accommodated exams	Academic Term	43		50		64		71		228
Requests for accommodated testing	Academic Term	179		275		182		341		977
Number of students who do NOT show for their scheduled exam	Academic Term	15		11		14		45	This is an estimate. Sylvania was not using the AIM software to track appointment shows	85
Testing hours devoted to MODERATE accommodations	Weekly	30		46		13		44		133
Testing hours devoted to SEVERE accommodations	Weekly	30		48		15		48		141
Computers devoted to DS testing	#	3	2 desktops, 1 laptops	4	4 laptops	6		7	4 desktops, 3 laptops	20
Different types of furniture used for DS testing	Description	NA	5 adjustable tables, 1 hand crank table, 5 adjustable chairs, 1 magnification view machine	NA	4 adjustable desks, two tall chairs, adjustable chairs	NA	3 electric adjustable tables, 5 regular tables, 3 adjustable chairs	NA	2 electric tables, 2 handcrank, 11 adjustable chairs, 1 magnification view machine	NA
Testing stations for MODERATE accommodations	#	12		5		6		10		33
Testing stations for SEVERE accommodations	#	3		5		5		3		16

APPENDIX - I

Disability Services Satisfaction Survey – Testing Excerpt

This survey was administered by Disability Services at the end of Winter Term, 2014 to students who used accommodations during either Spring, 2013, Summer, 2013, Fall, 2013 or Winter, 2014.

Results to the questions relevant to accommodating testing are provided below (courtesy of Disability Services).

1. How long have you been using Disability Services?

#	Answer	Response	%
1	This is my first year to use accommodation in any college	74	49%
2	This is my first year at PCC but I've used accommodation in college before	7	5%
3	I've been using accommodation at PCC for a while	71	47%
Total		152	100%

5. Please provide feedback on any of the following services you used.

#	Answer	Response	%
1	Accommodated Testing	108	80%
2	Alternate Format Materials	43	32%
3	Captioned Media	13	10%
4	Equipment Loans	33	24%
5	Ergonomic Furniture	16	12%
6	Interpreting/Transcribing/CART	14	10%
7	Notetaking Services	50	37%

6. Which campus testing centers have you used?

#	Answer	Response	%
1	Sylvania	46	46%
2	Cascade	31	31%
3	Rock Creek	34	34%
4	Southeast	16	16%

7. How would you rate your experience with accommodated testing?

#	Answer		Response	%
1	Very Good		53	51%
2	Good		37	36%
3	Poor		9	9%
4	Very Poor		4	4%
	Total		103	100%

8. Is accommodated testing a service you would want to use again? (Question was not well formed and was removed)

9. Any comments you want to share about accommodated testing?

Question 9: “Any comments you want to share about accommodated testing?”

- Make sure instructors agree with this because there are some teachers who say at the beginning ok I will allow you to do that and when the test comes they say all people take the test under the same conditions
- The alternate testing is not friendly to full time working students
- No
- staff in testing centers are not trained to work with students to reduce more anxiety. Communication is poor with testing center and testing center staff attitudes are terrible to deal with.
- The testing room is very small, I have severe test anxiety and when there are a lot of people it's crowded and rather claustrophobic. Also, giving direction and people asking questions of the office workers in the room is very nerve wracking.
- The accommodation website could be better for testing. Sometimes, it takes too long for a test to be approved, and any changes made to the date of the test could ruin the test in the system.
- I don't actually go to the testing center, My instructor opens another room down in the Diesel program and I take my test.
- With testing at Sylvania the center is tucked away and is quite dreary. It seems that they don't make accommodated testing a priority. Having it more naturally lit would help a lot and just making it brighter overall would help. At Rock Creek I find the staff more helpful and friendly. Their testing center is bright and open rather than cramped and dark.
- While the testing center says testing is open until 7pm on specific days, the online system will not let me sign up for tests that end past 6:00pm on Tuesday, Wednesday, or Thursday. I have to call or walk into the testing center to schedule my test. The schedule request was created by the testing center, but they scheduled the test for the wrong day. I called them the next day, and explained it was scheduled incorrectly and they said they rescheduled it for the correct day, but when i checked the testing time 30 minutes later there was no change. I called again and explained the situation and the person got very short with me, raising his voice and interrupting me. He changed the test, but his behavior and tone of voice was very rude, ultimately I would like to avoid dealing with the testing center staff (but cannot due to the errors in the online system) as their attitude communicates to me that they think i'm an idiot. To sum my experience: I had to contact the testing center 3 times to schedule a test they scheduled incorrectly and they treated me like an idiot when i contacted them to fix an error they created.
- I am confused on the testing service. I am in the dental lab tech program and so it is quite different than other courses and help I feel. I have a student helping me with notes but I get behind in lab and it is no mans land for myself. I am slower than others in lab and so I am always frustrated because I am in a contest with a clock and time and I am not use to the stress. I get depressed and feel like quitting school half the

time. Maybe I am just not a school candidate.

- I send the requests weeks in advance and my teacher just doesn't respond. Since starting this program I have just asked the regular test center for more hours. It has worked except for once, I was really stressed out and showed up 3 hours late and failed. I don't understand the online system. The pdf's never send out to my teachers. I have to save them and email them myself.
- I wanted to let you all know that the accommodated testing center at Cascade location needs a lot of attention, because I found out that my last midterm exam caused me so much confusion, stressed, and back pain in my accommodation. The chair I requested was not available when I took my exam. The computer provided to me was not able to work because the test time was up. I knew that I supposed to have four hours not two and a half hour exam? I am not very happy that what had happened to me when I took the exam that day, but I hope when I take my final exam again on March 18th 2014 at 9am. I hope things would be different for me. Thank You for your attention. The question you asked earlier is accommodated testing a service I would want to use again? My answer is I have no choice but to take my midterm and final exam at the testing center because I need the double time for my exam and final, so I just have to ask you to provide the accommodation I need for success in my college study. All I ask is your help, not hand out in my study in college, if you can do that to help any my fellow students that is my goal for me to write this comment today.
- It's very helpful
- This is very helpful to have access to this service.
- When it comes to instructors communicating with the testing annex some teachers I have had at PCC do a poor job at not communicating with the testing annex. I strongly believe if I am paying consumer to PCC all instructors should know the process of sending tests to the testing annex. It's not my job to tell the instructor repeatedly of how to do his job and to constantly remind him of sending the exams to the testing annex. Furthermore, the male math teacher that I had at the Rock Creek Campus failed at giving me a note taker from the class. I later found out from Wendy Palmer at Disability Services that it was his job to find me a note taker which is protected under the Americans with Disability Act. I should have filled a grievance against him. However, I am aware of my rights now if it occurs again with any instructor.
- Online instructors don't seem to follow accommodation of time and a half or double time.
- It has been extremely beneficial for me to have the extended time provided by accommodated testing. I have also found the testing center to be a great environment to get away from the distractions inherent in taking an exam with 30 other people. That being said, if the testing center begins to get more popular, I may not bother using it, since the testing environment won't be too much different from normal classroom conditions. We shall see!
- I think this program is good for students who have disabilities that want to get some

where in life to achieve their goals.

- Your accommodated test website is not user friendly. This term is the first term that I have had to navigate the test scheduling website myself. I think it is stupid that a person with a learning disability HAS to schedule their own tests online. If you go to the doctor, you walk up to the doctor's office, and say, "I'd like to make an appointment, please." The receptionist does not then hand you a piece of paper, and then tells you to schedule your own appointment!! The physical way your testing website is laid out appears to be contrived and overcomplicated for no reason. To have the accommodated test I am grateful for. I have had professionals tell me they are frustrated with your website. Personally, I think a 6 year old with aspergers made the testing center website. For example, what's up with the BIG PINK WARNING SIGN AS SOON AS I LOG INTO MY TESTING PAGE? DISTRACTING. I do not need all the different colors. Two colors, my tests, up front. I am dislexic, and have ADHD. Your website needs amending, please. I like the people at the test center. I like taking my tests how I need to take my tests. Get it together. Simple. Thank You.
- In many cases teachers are not considerate with being respectful amount being private with my accommodations. I even got accused by a student that I take my test late to get more time in for testing. This really bothered me because I had to explain my disability to a person which passed it onto the rest of the class. I appreciate the tools that are helping me succeed but I found it hard that students and teachers were not respectful of my accommodations. I also found that teachers never turn in the signed document for accommodation agreement. It's really hard to keep asking for them to sign the document and have no clue how to do it or what I am talking about, it's incredibly frustrating.
- I haven't been able to set up for testing. I tried for my mid-term exam and I was not able to utilize the testing room due to not getting the sufficient assistance with actually getting to set up the time, I was told I had to sign up online, and I was not able to make that happen due to not enough help figuring out how to accomplish the task of actually getting an appointment.. That was not good. It became an inconvenience for my instructor and myself. I had a panic attack over it. The lady in the testing room that I asked to make the appointment and she was not helpful at all. She was short with her discussing it. I felt like I was not important at all. It was very stressful for me.
- Very friendly staff.
- Getting in an alternate testing request was a bit complicated, and it would help if there is a way to get instructors to read and sign the testing contracts as one of the highest priority tasks near the beginning of the term.
- The room I was put in was right next to the street, and loud cars drove by. Also, when I was finished with my test, the person who gave me the test was nowhere to be found, so I just went back to the classroom where my instructor was and gave it to him. He warned me that if I did that again and didn't follow procedure, he would fail my test.
- The room was pretty warm, almost hot...so maybe turn down the heat a couple of degrees. Harder to concentrate when too hot.

- I do not really like being in a small closed off space if I can find a way to block the extra sound from around me I think everything would work better.
- The coordination between the testing center and disabilities center is fairly poor. Getting noise canceling headphones was said to be available however none have been any time I've taken a test there. Instead they give me a regular set of headphones that don't work much better than the walls do. Anything going on in the reception area I can hear clearly and there has been obnoxiously loud people. This is a problem, even more so, in the new building at the SE Center. I have asked about white noise machines, but have been told those aren't available. While all of this has bothered me I have had excellent service from the testing centers employees. Since the testing center was built with paper-thin walls I think it's reasonable to have noise canceling headphone or even a cheap white noise machine seems a realistic solution.
- None at this time.
- the accommodated testing area is a very nice place to be relaxed while taking a test for people that have text exhayaty like myself.
- I only use it because I have to. Since everything went to online, the staff is very unhelpful. It is nearly impossible to get help and you are told to " go online" scheduling of exams is more troublesome then it needs to be. Also the severely reduced noise area at sylvania (the annex) was unacceptably cold this winter. I could see my breath in there. When I asked to be moved upstairs where it was warm before taking the exam, they refused. This only contributed to more test anxiety. Prior to the transition to electronic, it seemed easier and more comfortable to use the system.
- The staff at the testing centers are very accommodating, striving to make the testing center a place with limited distractions. However I've had an indecent where a student was very loud through his exam. It seemed like this was a symptom of his mental disability. It would be nice if the testing center had earplugs, or an audio device (Playing white noise) to drown out excess noise. Something that would use headphones would be nice. It may be helpful to allow the staff in the testing center to make recommendations to students counselors. Requesting that these students be allowed to take their test in a less populated environment.
- One day in the testing center at rock creek. I was there taking my math quiz and on my dissisabilaties form it say I can use a basic calculator. When I ask if the calculator would work for a basic one she told my that there is no calculator even thought on my paperwork it say I can. This hole thing blow up and I was there all day and a had a couple counselor look at my form the prove that I could have the basic calculator to this lady. I was so bad the the teacher that I was taking the test for put time aside for the upcoming test because she did want to deal with that again.
- Classes that don't offer this, the student should be notified before the class starts.
- Much more relaxed atmosphere. I felt much more accomplished by doing the test in this manner. Thank you.
- I have my first testing today. Every thing has been set up; I am sure it will be fine.

- they should find out just what the teacher wants, and what all the student is allowed to have to them with test!!! When I took a test in there for math I didn't know that I was allowed to use a calculator, I did not pass the test I'm not sure that it would have made a difference. I'm just stupid a dumb person who was trying to improve my life.
- It is not only peaceful and quiet having less distractions helps me to keep my focus allows me to be successful. Having extra time on exams and tests is so helpful while it reduces my anxiety levels. Allowing me to stay focused on the exam, rather than worrying about the time I have on the clock. Thank you, Raeanna Teuber
- It was wonderful!
- Everything about it is good.
- Nothing at this time.
- I used the accommodated testing. I had a quiet room at the test center. I used the services a lot and it has worked well for me.
- The testing accomodation was great, it lifted huge weights off of my shoulders and I felt pretty stress free and very confident aboutthe test I was taking.
- There has been a consistent lack of understanding every term with almost every teacher with what is legal or appropriate proceedures concerning accommodations and disabilites. I suggested 2 yrs ago that the instructors have a training session similar to OSHA in regards to providing and communicating about accommodations and disabilites....and this has not been implemented.
- For the disability I have the accommodated testing I was given didn't seem like I was getting adequate assistance. It didn't seem like I was being given equal opportunity to show my ability and knowledge in a different format of testing.
- The testing center is very claustrophobic and feels like a jail. I was only able to test in there once. The lighting was horrible also. The lady in back of me had her headphones on so loud and she kept tapping to the beat. I didn't know I could tell the desk about my discomfort level.
- The assistance really depends on the teacher. Its the student responsibility to get the schedule to the teacher, and the teacher to get the materiel to the learning center, which works well assuming all goes according to schedule. However if you are in need of special help (sick,missed class) that is at teacher discession. I also came to realize that it was just more helpful for me to ask each teacher one on one how they like to handle it. my problem subject is math.
- It really depends on my condition. It is helpful to have more time, but I am not a slow test taker. It's the physical part that makes it difficult. But when I do need accommodated testing, I am grateful for the cushioned time.
- The Sylvania Campus was absolutely amazing. Every time I arrived they were prepared. They were clearly dialed in their department and knew what was happening in each room, with each student and their specific needs and tests. The Rock Creek

campus was not my best experience. Each time I showed up they were scattered and two or three people are asking me question that I don't understand (internal lingo). They were sometimes rude and even though I stated clearly that I had an appointment, they didn't listen and told me they were closed or to go and sit to wait. Once I pushed and told them I have an appointment, they were able to find my test and help me. It appears that the testing facility at Rock Creek could use some individual severe distraction rooms. To use the giant room for severe distraction, does appear to be a bit of a waste of space. Just a suggestion. Overall, it would be helpful if the testing center could accommodate class times that start at 7:30am. I have had to wait 1.5 hrs to start my tests, which meant my class had to wait for me to complete my test before they could go home and have their results. This was specific to my EMT courses over at Cascade campus. The staff were available, but refused to allow me to start testing. It seemed a bit odd. Overall, I am blessed to have this service. I simply recommend the customer service approach be modified. The Cascade and Rock creek campus always seemed confused and didn't have clear understanding of the instructors expectation after my test was complete. I should be able to arrive, my test is ready along with my room. No strange questions or confusion from staff as everything is clearly understood ahead of time. Thanks so much for reading my comments. April

- I AM THANKFUL FOR THE UNDERTSTANDING THAT SOME OF US NEED MORE TIME OR OTHER ACCOMMODATIONS AS WE ARE NOT ALL THE SAME STUDENTS

Question 31: “What could Disability Services do better?” (responses related to accommodated testing were extracted and are listed below)

- I took an exam for Understanding Visual Art through the testing center. My instructor was disappointed that, although she communicated clearly that a power point presentation or color copies be available, they were not. I had to remind the proctor, who in turn called someone and they brought black and white.
- Fixing the alternative testing bugs, and perhaps allowing test dates to be changed more easily, especially when necessary could be an improvement.
- Make sure teachers are aware of their part and reply to all emails
- Fulfill promises made to students. Communicate with students. Allow scheduling of tests during testing center hours of operation. Communicate with teachers that they need to fill out testing agreements.
- Perhaps the DS Dashboard website could be a little easier to navigate. Now that I know how it works, it's super easy, but when I was starting out, I found the overall layout to be way too busy/cluttered and confusing. At the very least I think it could use a bit more simplification. Also, in the testing center, it would be great to have a few carrel desks available for those of us who do better when we eliminate visual distractions.
- Maybe it should be more helpful when it comes to set up testing appointments. It should be more clear how to set an appointment for taking a test I was told to sign up online but I couldnt figure out how todo it
- Help in arranging accomodated testings conveniently so as not to conflict with disabled student's class schedule.
- Find a solution to the testing center noise issue.

APPENDIX – J

Recommendations from 2007 Testing Center Program Review: Progress and Next Steps

Recommendations	Progress	Next Steps
Creating more cohesive team with regular Lead staff meeting as well as all testing staffs annual retreat	All Testing leads have regular meetings once a month with Testing liaison Dr. Joseph Fischer.	Initiate comprehensive annual testing staff retreat schedule.
Improve outreach to High Schools	PCC now has full-time Outreach Coordinator for each campus. PCC's ACT license for Asset test usage is for Disability students only and should not be used outside of PCC.	No further action needed.
Improve Communications for incoming students	Testing center now has a website presence. All information regarding PCC tests, schedules, and contact information are constantly updated.	Continue to update website as necessary
	Created brochure to encourage students to prepare before taking placement test.	Continue to update brochure as necessary
Consistent Reports and Form	An excel master form has been created and populated with data from 2007 to present	Continue to update form as necessary
Consistent testing procedures	While testing has worked towards universal protocols and has created an SOP, PCC's structure, differing missions, resources, and staffing have made this an extremely difficult task.	Ask for clarification of strategic direction to inform procedural decisions. Continue to work towards universal protocols.
Consistent staff training	While testing has worked towards consistent staff training and has created an SOP, PCC's structure, differing missions, resources, and staffing have made this an extremely difficult task.	Ask for clarification of strategic direction to inform procedural decisions. Continue to work towards universal protocols.
Casual Staff evaluation	The Testing Leads are not responsible for the formal evaluation of staff members, casual or not.	No further action needed.