

# **Testing Services**

Office of Testing Services

## Introduction

The mission of the Office of Testing Services is to provide institutional, national, graduate, and professional level examinations in a secure and accessible environment. The services provided for students, faculty, staff, campus, community, and business partners will be consistently rendered with an attitude of service that demonstrates value in personal excellence, diversity, and commitment to lifelong learning.

The Office of Testing Services helps support the institutional mission of McNeese State University by providing opportunities for the students of McNeese to earn credit and advance their careers outside the formal setting of regular course work. Available examinations include college entrance and placement examinations, licensing examinations, graduate professional school tests, national credit examinations, and college correspondence course exams.

The Office of Testing Services provides services to distance education students through coordination of remote placement testing for students who cannot come to campus, administration of exams for students enrolled in online courses as an alternative to paid proctoring services, and providing proctoring services to students pursuing credit at other universities.

## Performance Objective 1 **Create opportunities for students and the community to earn credit for prior learning.**

### 1 **Assessment and Benchmark**

Benchmark: Increase the number of CLEP exam administrations to at least 150.

#### 1.1 **Data**

Academic Year	# of CLEP exams administered
2017-2018	174
2018-2019	155

##### 1.1.1 **Analysis of Data and Plan for Continuous Improvement**

2017-2018:

CLEP administrations were up this year and exceeded the 150 goal. In addition to administering more CLEP exams to current students and community members, the University received CLEP scores from 783 students pursuing CLEP credit. To continue the growth of McNeese's CLEP program, we will continue the current marketing campaigns to high school students and incoming freshmen, increase CLEP awareness among faculty members and advisors, and review current CLEP credit policy to ensure that it is in the best interest of the students and the University.

2018-2019:

CLEP administrations were slightly down this year but still exceeded the 150 goal. This year 83 of the exams were administered to current students. The University received CLEP scores from 953 students pursuing CLEP credit. To continue the growth of McNeese's CLEP program, we will continue the current marketing campaigns to high school students and incoming freshmen, increase CLEP awareness among faculty members and advisors, and review current CLEP credit policy to ensure that it is in the best interest of the students and the University. To ensure that CLEP remains an affordable option, we have reduced our center-based CLEP fee in an effort to offset the CLEP fee increase.

### 2 **Assessment and Benchmark**

Benchmark: Increase student and community awareness of prior learning credit opportunities.

#### 2.1 **Data**

2017-2018:

This year, a letter was sent to every student that submitted a College Board AP score to McNeese and earned a score of two, explaining the CLEP exam and the additional opportunity to earn credit (see attached "CLEP Letter" file).

Additionally, in conjunction with the Office of Marketing and Licensing, a McNeese-specific CLEP brochure was created to distribute during Freshman Orientation and campus events (see attached "TST CLEP Insert 051517" file).

2018-2019:

This year we distributed 475 CLEP brochures to McNeese students and faculty.

[CLEP Letter](#) [DOCX 13 KB 4/5/19]

[TST CLEP Insert 051517](#) [PDF 525 KB 4/5/19]

##### 2.1.1 **Analysis of Data and Plan for Continuous Improvement**

2017-2018:

Based on the increased number of students that submitted CLEP scores to McNeese, this benchmark has been partially met. More McNeese students are taking advantage of the opportunities for earning Prior Learning credit with CLEP. Despite this, there is still need for improvement in this area with the other Prior Learning assessment activities.

The PLA Portfolio, a program designed with working adults in mind, has not been attempted in six semesters. The DSST exam, a national exam that is similar and complementary to the CLEP, providing many Exams that CLEP does not. The methods of expanding awareness for these programs are labor intensive and can result in only slight increases in participation. Nevertheless, this objective has merit and will be pursued into the next year with continued efforts to publicize CLEP and additional campaigns for DSST and PLA Portfolio planned.

2018-2019:

Due to high staff turnover, this benchmark was not met. We continued the momentum from the previous year by replicating past campaigns, but no further progress was made on DSST or PLA portfolio awareness campaigns.

**Performance Objective 2 Ensure all exam administrations are completed according to National College Testing Association (NCTA) and vendor guidelines.**

**1 Assessment and Benchmark**

Benchmark: File no more than 10 irregularity or center problem reports, related to avoidable test center or staff errors, every year.

**1.1 Data**

Academic Year	# of irregularity or center problem reports due to avoidable test center or staff errors	# of candidate initiated irregularity or center problem reports filed	# of mandatory irregularity or center problem reports filed	Total # of irregularity or center problem reports filed
2017-2018	9	82	223	314
2018-2019	7	48	416	471

**1.1.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

The benchmark for 2017-2018 was not met. The opening of the Prometric testing center increased our testing volume and the instances of irregularity reporting. It may be necessary to revise the benchmark in light of the reporting requirements for Prometric, including at least one report per day to ensure system connectivity. The remainder of academic testing, including the ACT, GRE, Praxis, and TOEFL, also did not meet the benchmark with 16 irregularity reports created.

2018-2019:

The revised benchmark was met with only 7 reports filed due to center errors. These reports were filed for candidate resets due to seat availability being poorly managed and issues with using the fingerprint and ID card scanner correctly. All staff will receive additional training on the use of the scanners and best practices for dealing with technology issues. Staff will also receive training on how to better manage test center resources to optimize seating. We will add a review of seating and any potential conflicts to our morning meeting.

**Comments**

*Posted on 4/5/19 at 11:27 AM by Alex Eykelbosch*

Posted on 9/26/18 at 3:26 PM by Jessica Hutchings:

Perhaps we can get more information about these irregularities? We also need a plan to reduce them, as well.

**2 Assessment and Benchmark**

Benchmark: 100% of all staff will complete annual recertification for all exam administration programs.

**2.1 Data**

2017-2018:

Testing Center	# of staff	% certified
Academic Testing	7	100%
Prometric Testing	10	100%

2018-2019:

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Testing Center	# of staff	% certified
Academic Testing	7	100%
Prometric Testing	8	100%

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Testing Services achieved this benchmark. Annual recertification is a requirement for some testing companies, but not all. To ensure that all staff members are performing at the highest level, all staff must complete computer-based training designed by the testing company and the department every year.

2018-2019:

This year, new programs added training and annual certification. Completing the training and certification was a requirement of employment, and all staff complied.

## Performance Objective 3 Ensure excellence in exam administration and customer service to students and the community.

### 1 Assessment and Benchmark

Benchmark: Increase the percentage of survey participants that rate Testing Services "Excellent" overall to 95%.

[Candidate Satisfaction Survey](#) [DOCX 12 KB 4/5/19]

#### 1.1 Data

2017-2018:

Month	Excellent	Very Good	Good	Fair	Poor
November	100%	0%	0%	0%	0%
December	75%	25%	0%	0%	0%
January	80%	20%	0%	0%	0%
February	89%	0%	11%	0%	0%
March	100%	0%	0%	0%	0%
April	100%	0%	0%	0%	0%
May	100%	0%	0%	0%	0%
Average	92%	6%	2%	0%	0%

2018-2019:

Month	Excellent	Very Good	Good	Fair	Poor
July	100%	0%	0%	0%	0%
August	100%	0%	0%	0%	0%
September	100%	0%	0%	0%	0%
October	93%	2%	5%	0%	0%
November	100%	0%	0%	0%	0%
December	100%	0%	0%	0%	0%
January	100%	0%	0%	0%	0%
February	100%	0%	0%	0%	0%
March	97%	1%	2%	0%	0%
April	100%	0%	0%	0%	0%
May	100%	0%	0%	0%	0%
June	100%	0%	0%	0%	0%
Average	99.17%	0.25%	0.58%	0%	0%

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

While our benchmark was not met, I do not believe that it needs to be adjusted. Now that the Prometric testing center is fully operational and all staff are trained, I believe we will see more consistent ratings. When hiring new staff, an emphasis will be placed on customer services skills. This year we will create a training section on quality customer service specific to scenarios likely in testing situations. I believe that added experience and additional training will ensure that our office meets this performance goal.

2018-2019:

We did meet our benchmark for this year. We had less turnover among proctoring staff and spent more time on training during the first two quarters of the year. We have retained all previous staff for the first semester of the 2019-2020 year and plan to develop a peer training system when we begin to take on new employees in January 2020.

## Performance Objective 4 Optimize the services offered to better align with student needs and budgetary constraints.

### 1 Assessment and Benchmark

Benchmark: Maintain 70% capacity in testing center.

#### 1.1 Data

2017-2018:

Month	Hours Open	Hours Testing	% Utilization
July	2660	2521.50	94.79%
August	2940	1576	53.61%
September	3080	908.25	29.49%
October	3080	1180.25	38.32%
November	2800	1314.75	46.96%
December	1400	738.75	52.71%
January	2520	414	16.43%
February	2660	586.50	22.05%
March	2940	1462.25	49.74%
April	2520	1426.50	56.61%
May	3220	1361.25	42.27%
June	2520	2119	84.09%
Total	29260	15609	53.35%

2018-2019:

Month	Hours Open	Hours Testing	% Utilization
July	4406	2546	57.75%
August	4333	1825	42.12%
September	3919	1777	45.34%
October	5167	2772	53.65%
November	4582	2801	61.13%
December	3033	2096	69.11%
January	4615	1435	31.09%
February	4692	1588	33.84%

March	4137	1887	45.61%
April	4266	2318	54.34%
May	3731	1816	48.68%
June	3636	1844	70.72%
Total	50218	24705	49.19%

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Testing Services did not meet its benchmark for center capacity. With the opening of the Prometric testing center, much of our traffic has been divided between the two. Overall, more people are testing but with both centers fully operational, neither is consistently at full capacity. Much of our traffic, while the exams are mandatory, can be scheduled at any time in any test center and fluctuate based on the season. The best way to increase test center utilization is to better promote the exams we currently administer and increase the variety of exams available.

2018-2019:

This year Testing Services expanded its operating hours to attempt to capture more testing volume. While our hours of exams delivered increased by more than 70%, our utilization fell by 4%. Without clear direction on whether our office should run as a service to the university and larger community or focus more strictly on generating revenue, our office struggles to balance being open to the requests of faculty and testers and optimizing our services. Based on the data collected over the last two years, our office is attempting to reduce our open hours to drive the percentage of utilization higher.

### Comments

*Posted on 4/5/19 at 11:28 AM by Alex Eykelbosch*

Posted on 9/26/18 at 3:27 PM by Jessica Hutchings:

Perhaps you can consider adjusting the benchmark to account for slow months, like January.

## 2 Assessment and Benchmark

Benchmark: Adjust proctor scheduling to reduce staffing overlap.

### 2.1 Data

2017-2018:

This year Testing Services began using a scheduling technology called "When I Work" to assign proctoring shifts based on the testing schedule (see attached "ScheduleJune92018" file). By using this instrument, the office is able to quickly adjust to changes in staffing needs. Shifts are established based on operating hours. Additional shifts are created based on testing volume.

2018-2019:

We continued to use "When I work" to coordinate office coverage and keep our office open from 8:00 am until 5:00 pm on Monday through Saturday.

[schedule-GAAug2019](#) [PDF 215 KB 8/23/19]

[schedule-SWJun2019](#) [PDF 324 KB 8/23/19]

[ScheduleJune92018](#) [PDF 15 KB 4/5/19]

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

2018-2019:

The continued use of an online scheduling tool has helped reduce the amount of time spent on creating weekly work schedules. While we were able to reduce staff overlap and increase efficiency, the larger limiting factor this year was availability. Many of our trained graduate assistants obtained internships or outside employment and were only available a limited number of days or hours.