McNEESE STATE UNIVERSITY

Testing Services

#5 Plan cycle - 5
Plan cycle 2021/2022
7/1/21 - 6/30/22

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
2019-2020	63
2020-2021	107
2021-2022	82

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.

2019-2020:
CLEP administration dropped sharply for this year. There were two main reasons. First, high schools have set up their own CLEP administration sites and are aggressively testing their high school students. Second, the CODIV-19 pandemic forced the testing center to stop offering testing on campus from March through June of 2020. In prior years, more than half of CLEP testing was conducted in April and May. CLEP did not develop an online or remote proctoring option for the test. AS the pandemic wanes, testing will increase slightly but as long as the high schools are pushing the administration in the schools, there is very little room for growth.

2020-2021:
CLEP administrations picked up in the first few months as restrictions from COVID-19 eased and students returned to campus. However, in August 2020, the campus was damaged by Hurricane Laura. Our building was closed from September 2020 through June 2021 and our office was forced to relocate. In October 2020, our office set up a temporary location in Chozen Hall, opened an 8 seat testing center, and resumed testing operation. While we were able to open for a limited number of test-takers, priority was given to the students registered with the Office of Accessibility Services and students taking the PRAXIS tests. Due to these exams taking most of the center capacity, limited CLEP testing was offered. As the campus and the region recover from the storms and pandemic, there is still limited room for growth in CLEP exam administration while the high schools are paying for all students to test on their campuses.

2021-2022:

CLEP administrations continued to drop in the current year. While we were able to resume full capacity and reopen our 22 seat testing center, there was less demand for CLEP.

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.

2019-2020:

This year we distributed CLEP brochures to current and prospective students at Fall Preview Day.

2020-2021:

Due to damage from the hurricanes, no outreach was completed.

2021-2022:

CLEP brochures were distributed at all university tabling and recruiting events, including Preview Day and Get Connected Day.

CLEP Letter   [DOCX 13 KB 3/5/20]

TST CLEP Insert 051517   [PDF 515 KB 3/5/20]

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.

2019-2020:

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.

2020-2021:

Due to damage from natural disasters, 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.

2021-2022:
Due to limited resources, this benchmark was not met. With the office changing to assume many functions of the Career Services office, I formally asked that all PLA functions be removed from my area.

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
2019-2020	1	17	291	309
2020-2021	0	0	0	0
2021-2022	4	7	304	315

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.

2019-2020:
Increased training and better supervision resulted in fewer reports being filed. Ongoing training is continuing. The COVID-19 Pandemic did close the testing centers for March, April, May, and June of 2020. Some admissions testing was administered online with video conferencing technology.

2020-2021:
Testing centers were closed due to the COVID-19 Pandemic and the destructive hurricanes.

2021-2022:
Testing resumed at the end of June 2021 with all inexperienced staff. New training plans were developed to try to quickly resume full functionality.

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:

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

2019-2020:

Testing Center	# of staff	% certified
Academic Testing	8	100%
Prometric Testing	4	100%

2020-2021:

Testing Center	# of staff	% certified
Academic Testing	8	100%
Prometric Testing	2	100%

2021-2022:

Testing Center	# of staff	% certified
Academic Testing	6	100%
Prometric Testing	4	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.

2019-2020:
Completing the training and certification was a requirement of employment, and all staff completed it.

2020-2021:
Completing the training and certification was a requirement of employment, and all staff completed it.

2021-2022:
Completing the training and certification was a requirement of employment, and all staff completed it.

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 3/5/20]

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%

2019-2020:

Month	Excellent	Very Good	Good	Fair	Poor
July	94%	6%	0%	0%	0%
August	100%	0%	0%	0%	0%
September	100%	0%	0%	0%	0%
October	100%	0%	0%	0%	0%
November	99%	0%	1%	0%	0%
December	100%	0%	0%	0%	0%
January	100%	0%	0%	0%	0%

February	100%	0%	0%	0%	0%
March	100%	0%	0%	0%	0%
April	—	—	—	—	—
May	—	—	—	—	—
June	—	—	—	—	—
Average					

2020-2021:
No data are available for the months the test centers were closed.

2021-2022:

Month	Excellent	Very Good	Good	Fair	Poor
July	96%	4%	0%	0%	0%
August	100%	0%	0%	0%	0%
September	—	—	—	—	—
October	—	—	—	—	—
November	—	—	—	—	—
December	—	—	—	—	—
January	—	—	—	—	—
February	—	—	—	—	—
March	—	—	—	—	—
April	—	—	—	—	—
May	—	—	—	—	—
June	—	—	—	—	—
Average					

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.

2019-2020:
Before the testing center shut down for the COVID-19 Pandemic, we were on track to meet our benchmark for this year. No data is available for the months the test centers were closed.

2020-2021:
No data are available for the months the test centers were closed.

2021-2022:

The test centers resumed operation, but survey data was no longer collected and shared by the testing vendors. No data is available starting September 2021. This benchmark needs to be revised.

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

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%**

2019-2020:

Month	Hours Open	Hours Testing	% Utilization

Month	Hours Open	Hours Testing	% Utilization
July	4562	2787	61.09%
August	3696	1330	30.75%
September	3600	1228	34.11%
October	;3780	1453	38.44%
November	3240	1673	51.64%
December	2708	1257	46.42%
January	3520	909	25.82%
February	3240	771	23.80%
March	2640	1017	38.52%
April	320	228	71.25%
May	320	209	65.31%
June	1620	1100	67.90%
Total	**33246**	**13962**	**42.00%**

2020-2021:

Month	Hours Open	Hours Testing	% Utilization
July	2560	1119	43.71
August	3465	1081	31.20%
September	100	11	11.00%
October	1280	46	3.59%
November	1280	90	7.03%
December	768	155	20.18%
January	1280	198	15.47%
February	1280	287	22.42%
March	1280	829	64.77%
April	1280	778	60.78%
May	1280	836	65.31%
June	1280	;912	71.25%
Total	**17133**	**6342**	**37.02%**

2021-2022:

Month	Hours Open	Hours Testing	% Utilization
July	2728	1446	53.01%
August	2636	679	25.76%
September	;2275	845	37.14%
October	2754	909	33.01%
November	2343	1246	53.18%
December	2298	796	34.64%
January	3331	449	13.78%
February	2464	565	22.93%
March	3178	711	22.37%

April	3416	1026	30.04%
May	2654	903	34.02%
June	3304	1277	38.65%
Total	**33381**	**10852**	**32.51%**

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.

2019-2020:
This year Testing Services continued to adjust capacity and hours to optimize operations. Open hours were decreased by 15% in the first and second quarter of the assessment period. The COVID-19 pandemic severely limited our operating hours in the last two quarters of the assessment period. The benchmark was not met for the period, but the limitations to operating hours during the emergency did mean that those months approached optimal utilization.

2020-2021:
Testing Services did not meet its benchmark for center capacity. The assessment period began with capacity still limited to 50% due to the COVID-19 Pandemic, as a result, the test centers had a maximum utilization of 50%. In August of 2020, Hurricane Laura damaged campus and forced the closure of the testing centers. Temporary facilities were set up in the Recreation Complex, SEED Center, Chozen Hall, and Business Conference Center to meet the needs of the campus and community. Campus housing was closed, all classes moved online, and many community members were displaced. An 8-seat testing center was established in Chozen Hall to allow the resumption of the ETS testing programs. The combined impacts of the damage to the community from the storms and the ongoing disruption of the pandemic further limited the number of test hours we could deliver.

2021-2022:
Testing Services did not meet its benchmark for center capacity. For the assessment period, Testing Services resumed operation in the Burton Business Center allowing the Prometric Testing Center to resume operation and increasing capacity for all other exams back to 22 seats. Despite returning to full capacity and reducing operating hours a further 15% from the 2019-2020 period, the number of hours of exams decreased by more than 25% from the 2019-2020 period. Significant redesign is necessary to address the inefficiency.

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.

2019-2020:
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. We also began using the tool "Open Time Clock" to better track employee attendance. When the university transitioned to Office365, we began using the Microsoft product called "Shifts" to coordinate office coverage and track employee attendance.

2020-2021:
We continued to use "Shifts" to coordinate office coverage and keep our office open from 8:00 am until 5:00 pm on Monday through Friday with some Saturday hours.

2021-2022:
We continued to use "Shifts" to coordinate office coverage and keep our office open from 8:00 am until 5:00 pm on Monday through Friday.

schedule-GAAug2019   [PDF 215 KB 3/5/20]

schedule-SWJun2019   [PDF 324 KB 3/5/20]

ScheduleJune2018   [PDF 14 KB 3/5/20]

ScheduleJune2020   [PDF 835 KB 9/16/22]

ScheduleJune2021   [PDF 494 KB 9/16/22]

ScheduleJune2022   [PDF 629 KB 9/16/22]

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.

2019-2020:
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, hiring and training new staff limited the opportunities to reduce overall spending on payroll. The disruption of the COVID-19 Pandemic was mitigated by utilizing a web-based application

2020-2021:
The continued use of an online scheduling tool helped mitigate the disruption of the natural disasters of the academic year. The tool, "Shifts," moved to an integrated component in "Teams" and further optimized scheduling and team communication. With "Teams" I can use the same tool to send messages, share documents and videos, manage the work schedule, and maintain records. Despite the changing locations of services, this tool allowed us to remain efficient.

2021-2022:
The office continued to utilize "Shifts" and "Teams" for scheduling and communication. With experienced staff, scheduling efficiency also increased.