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**COLLIN COUNTY COMMUNITY COLLEGE**  
**SERVICE ASSESSMENT INSTRUMENT**

**2002-2003**

**TESTING CENTERS (CPC, PRC, SCC)**

**2002-2003 SERVICE ASSESSMENT INSTRUMENT  
COLLIN COUNTY COMMUNITY COLLEGE**

Service Unit Assessed:       Testing Centers (CPC, PRC, SCC)

Date:                               2002-2003

Task Force membership:       Jennifer Salo (Chair), Peggy Head, Fred Robbins, Mike Smith

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## **A. EXECUTIVE SUMMARY**

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This report summarizes the efforts of Collin County Community College District's Testing Center to conduct an evaluation of its performance, practices, and procedures. After careful and thoughtful review of the Testing Center Self-Study, the members of the External Review Task Force noted program strengths (page 25) and weaknesses (page 26) and have compiled a set of recommendations we believe will enhance and improve the Testing Center program (page 27).

As the District continues to experience unprecedented growth, the Testing Center staff is under extreme pressure to meet the increasing demands and to deliver a variety of necessary services. Technological advances in testing services add multiple layers of stress on staff members and service users. The External Task Force commends the Testing Center staff and administrators for maintaining program quality while providing services to meet these demands.

The results of the evaluation process illuminated several opportunity areas:

1) Communication; 2) Staff Development; 3) Data tracking; 4) Work/traffic flow; 5) Staffing. The External Review Task Force suggests collaboration among service users will provide the most benefit. Therefore, we have offered recommendations that demonstrate program improvement through collaboration and shared responsibility among Testing Center staff, administrators, faculty members, and students (page 27).

## **E. QUALITY ENHANCEMENT**

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**1. What ongoing methods does your unit use to demonstrate how well it fulfills its stated mission?**

Each of the Testing Centers (Spring Creek Campus, Central Park Campus, and Preston Ridge Campus) administers student surveys twice per year (once during Fall semester, once during Spring semester). Faculty surveys are administered from time to time. Regular meetings of the director and supervisors are also used to evaluate how well the Testing Center mission is being fulfilled and to discuss solutions to bring improvement. See Appendix B for examples of the student surveys from each testing site.

**2. How does the unit use the information generated by the methods identified in item 1 to improve effectiveness and quality of your unit?**

After each semester's survey is completed, the Testing Center director and supervisors review the results and comments, and respond to the areas of greatest concern. These areas are ranked, based upon the level of satisfaction with each area surveyed and upon the number of negative comments students had in each area. The director and supervisors meet to discuss the areas needing improvement, discuss solutions, and implement them to facilitate change.

**3. How have recommendations and suggestions from prior evaluations of this unit been addressed to improve effectiveness and quality? (These may be formal recommendations and suggestions from internal evaluations, SACS evaluations, THECB evaluations, or less formal comments from surveys, etc).**

The results of prior student evaluations revealed several areas in need of improvement. The recommendations were taken and the following changes were implemented:

- Increased Testing Center space by adding on to the Spring Creek Campus Testing Center in 2000; now Testing Center is expanding again (Spring Creek in 2003, Preston Ridge in 2004).
- Added more computer workstations at all Testing Center sites to facilitate increased demand for computer-based testing.
- Added more student seating at Preston Ridge Testing Center.
- Added lockers at Spring Creek Testing Center.
- Joined Virtual College of Texas in order to meet testing needs of students working with partner colleges.
- Conduct "attitude update" meetings to address ways for staff to stay positive and respond better when faced with difficult clients.

## **Analysis of Quality Enhancement**

**Analyze whether the evaluation methods actually measure the effectiveness of the unit and whether the assessment results are regularly used to improve effectiveness and quality with the ultimate goal of improving educational outcomes.**

The student surveys do not actually measure unit effectiveness (as the services are not quantifiable), but the surveys do serve an important function as attitudinal trend indicators. Testing Center staff can then look for the appearance of trends and find ways to respond to the accompanying needs. Testing Center staff also use the student survey results to find areas of student dissatisfaction that need to be improved or corrected, and make changes accordingly to enhance the quality of services.

The student survey results are used every semester to improve the effectiveness of the Testing Centers in meeting the educational goals of the college. Testing Centers do not administer faculty surveys as often as was done in the past; administering faculty surveys each Fall and Spring semester could prove helpful in enhancing the quality of services to these clients, as well.

## I. STRENGTHS AND WEAKNESSES

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After reviewing the findings of the Self-Study presented in the previous sections and conducting their own evaluation, the **External Review Task Force** offers their assessment of the strengths and weaknesses of the program being evaluated.

1. Describe and document the strengths of this unit.

- ◆ Availability of services allows faculty to teach rather than use class time for testing
- ◆ Convenient location
- ◆ Standardized testing services for community and college members
- ◆ Enlarged space at SCC
- ◆ Distance Education testing
- ◆ Window of time for completing tests allows students more “learning time” in the classroom
- ◆ Provides students with more time to complete testing thereby helping to reduce test anxiety and feelings of inadequacy
- ◆ Services provided to all student and community populations
- ◆ Staff’s ability to manage and process a high volume of students and exams
- ◆ Knowledgeable staff

2. Describe and document the weaknesses of this unit.

**1. Ineffective communication**

- About the breadth of available services
- About appropriate Testing Center policy and procedures (particularly with faculty)
- Inadequate faculty input—inconsistent faculty surveys.

**2. Lack of professional development for staff**

- Insufficient attention to and expectations of staff development in the areas of interpersonal skill development, communication, conflict resolution, stress management
- Staff scheduling does not incorporate professional development during work day hours

**3. Lack of efficient and effective data tracking**

- Insufficient data detailing peak test taking times

**4. Work flow and traffic flow**

- Cumbersome and noisy check-in area (SCC)
- Prioritization of staff duties
- Inadequate space (SCC)

**5. Staffing**

- Reliance on student assistants (SCC)
- Overstaff/under-staff between campuses; insufficient staffing at SCC to meet increasing demands
- Applicant screening

## **J. RECOMMENDATIONS AND SUGGESTIONS**

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Based on the strengths and weaknesses presented in the previous section and their own evaluation results, the **External Review Task Force** offers their recommendations and suggestions as to how to address the weaknesses of the program being evaluated.

**Note: the recommendations must be based on the weaknesses described in the previous section. There should be at least one recommendation for each weakness.**

### **Recommendations**

1. **A.** Develop a comprehension document that outlines breadth of testing center services. Disseminate this during faculty orientation (new and veteran), All College Day, new student orientation. Post document on the Internet/Intranet and in classrooms.  
**B.** Insure proper testing center policies and procedures are stated in both Faculty and Student Handbooks, college website, faculty web sites, and in classrooms.  
**C.** Collaborate with IR to create and administer a bi-annual online faculty satisfaction survey. Provide hard copy survey as option.  
**D.** Request faculty members include testing center URL in syllabus  
**E.** Include completed sample copy of faculty testing form in faculty orientation packets, faculty mailboxes, and online  
**F.** Create acknowledgement form signed by faculty stating they understand Testing Center policy and procedures. Faculty must have this on file prior to using services. Update as necessary.
2. **A.** Require staff members to attend professional development workshops that address stress management, interpersonal skill development, and conflict resolution.  
**B.** Create professional development workshop schedule at the beginning of each semester so that arrangements can be made to cover staff absences.  
**C.** Professional development courses to be taken during off-peak testing center demand time.
3. **A.** Prioritize purchase of current technological hardware and software in order to increase efficiency and effectiveness.  
**B.** Track testing times so that staffing requirements will be accurately determined on an ongoing basis. Disseminate and post this information so that service users can avoid peak times.  
**C.** Use of data gathering tools such as Six Sigma or use of QI macros for excel
4. **A.** Add storage lockers that can be self-sustaining. Staff should not be used to check locker materials.  
**B.** Consider using lockers that require a minimal charge (25 cents). Insure change machine is in close proximity to pay-per-use lockers.
5. **A.** Reduce staff absences by eliminating reliance on student assistants. Consider hiring a part-time employee to replace some student assistant positions.  
**B.** Develop comprehensive plan to insure recruitment and retention of staff. Consider revising personnel job description qualifications



## **Suggestions**

1. Collaborate with IR to establish ongoing student/faculty focus groups
2. Consider providing staff with certificate upon completion of soft skill professional development courses

**Note:** Recommendations MUST be addressed in the Quality Enhancement Plan. Progress towards addressing recommendations will be reported in six (6) months after the entire evaluation process is complete. It is up to the appropriate Vice President whether or not suggestions must be addressed in the Quality Enhancement Plan.

## **2002-2003 Service Evaluation Chief Administrator Comments**

**Please return to Julie Miles at SCC by August 30, 2003**

***Service Area Evaluated:***            **Testing Department**

***Year Evaluated:***                    **2002-2003**

***Comments:***

### **Recommendations**

- 1. A.** Develop a comprehension document that outlines breadth of testing center services. Disseminate this during faculty orientation (new and veteran), All College Day, new student orientation. Post document on the Internet/Intranet and in classrooms.

**General Agreement.** Dissemination of information should be a little more select than recommended. A thorough analysis of need for the information for each area should be done rather than "spamming".

- B.** Insure proper testing center policies and procedures are stated in both Faculty and Student Handbooks, college website, faculty web sites, and in classrooms.

**General Agreement. See 1. above.**

- C.** Collaborate with IR to create and administer a bi-annual online faculty satisfaction survey. Provide hard copy survey as option.

**Full Agreement.**

- D.** Request faculty members include testing center URL in syllabus
- Full Agreement--upon completion of website revisions being currently considered.**

- E.** Include completed sample copy of faculty testing form in faculty orientation packets, faculty mailboxes, and online

**Full Agreement.**

- F.** Create acknowledgement form signed by faculty stating they understand Testing Center policy and procedures. Faculty must have this on file prior to using services. Update as necessary.
- Disagree.** Given the dissemination alluded to in A, B, D, and E, this level of regimentation is not required.

2. **A.** Require staff members to attend professional development workshops that address stress management, interpersonal skill development, and conflict resolution.  
**General Agreement.** Normal PD Workshops are not scheduled to conform to slow periods of Testing Center activity. We may request that Counseling Services schedules Testing Center specific meetings.
- B.** Create professional development workshop schedule at the beginning of each semester so that arrangements can be made to cover staff absences.  
**Full Agreement.** See 2A above.
- C.** Professional development courses to be taken during off-peak testing center demand time.  
**Full Agreement.** See 2A above.
3. **A.** Prioritize purchase of current technological hardware and software in order to increase efficiency and effectiveness.  
**Full Agreement.**
- B.** Track testing times so that staffing requirements will be accurately determined on an ongoing basis. Disseminate and post this information so that service users can avoid peak times.  
**General Agreement.** We currently track times in a somewhat primitive way, and have not found adequate correlation from week-to-week or term-to-term to predict peak times. Work is continuing on software rewrite to incorporate an ACCESS database which will allow more sophisticated analysis.
- C.** Use of data gathering tools such as Six Sigma or use of QI macros for excel  
**General Agreement.** See 3.B. above.
4. **A.** Add storage lockers that can be self-sustaining. Staff should not be used to check locker materials.  
**Agreement with concept.** However, the locker system in place was incorporated without consulting with the Testing Department and investment has been made. Additional lockers will be added at SCC in August 2003, and lockers will be added at PRC in Summer 2004. Testing personnel will continue to support the existing system and consider its impact when planning staffing levels.
- B.** Consider using lockers that require a minimal charge (25 cents). Insure change machine is in close proximity to pay-per-use lockers.  
**Agreement with concept.** See 4.A. above.
5. **A.** Reduce staff absences by eliminating reliance on student assistants. Consider hiring a part-time employee to replace some student assistant positions.  
**General Agreement.** Although dependability may improve with part-timer (PT) vs. student assistant (SA), one PT week still equals one SA week. Hiring "a" PT will not replace "some" SAs.

**B.** Develop comprehensive plan to insure recruitment and retention of staff. Consider revising personnel job description qualifications  
**Full Agreement.**

### **Suggestions**

1. Collaborate with IR to establish ongoing student/faculty focus groups.  
**Full Agreement.**
2. Consider providing staff with certificate upon completion of soft skill professional development courses.  
**Full Agreement.**

*Signature*\_\_\_\_\_ *Date*\_\_\_\_\_

***Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and forward one (1) copy to the appropriate Vice President or Chief Administrator. The form entitled "Service VP or Director Status Report" should accompany the copy that you send to the VP.***

**Service Evaluation  
Quality Enhancement Plan  
Testing Department**

The Quality Enhancement Plan addresses each recommendation and suggestion listed in the “Recommendations and Suggestion” section of the final evaluation instrument. Include a detailed plan of action, time line (must conform to evaluation follow-up reporting time line), and person(s) responsible for each recommendation and comment on each suggestion. Implementation of recommendations is required while implementation of suggestions is at the discretion of the appropriate Vice President.

**Service/Admin. Unit Assessed:      Testing Department**  
**Year Assessed:                              2002-2003**

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**Recommendation 1:**

**A.** Develop a comprehension document that outlines breadth of testing center services.

Disseminate this during faculty orientation (new and veteran), All College Day, new student orientation. Post document on the Internet/Intranet and in classrooms.

**B.** Insure proper testing center policies and procedures are stated in both Faculty and Student Handbooks, college website, faculty web sites, and in classrooms.

**C.** Collaborate with IR to create and administer a bi-annual online faculty satisfaction survey. Provide hard copy survey as option.

**D.** Request faculty members include testing center URL in syllabus

**E.** Include completed sample copy of faculty testing form in faculty orientation packets, faculty mailboxes, and online

**F.** Create acknowledgement form signed by faculty stating they understand Testing Center policy and procedures. Faculty must have this on file prior to using services. Update as necessary.

**Note:** This part of Recommendation 1 is not agree on and is not addressed in this document.

**Plan:** Develop comprehension document(s) that outlines breadth of testing center services including a completed sample copy of faculty testing form and testing center policies and procedures.

**Time line:** Complete January 30, 2004

<b>DATE</b>	<b>ACTION TO BE TAKEN</b>	<b>PERSON RESPONSIBLE</b>
Completion 10/17/2003	Update Testing Center Policies and Procedures	Jennifer Salo Peggy Head Fred Robbins
Completion 11/14/2003	Generate a Testing Center Services document.	Jennifer Salo Peggy Head
Completion 1/09/2004	Utilizing pages/sections of the comprehensive document(s), create an orientation/reminding packet for new and veteran faculty. Make hard copy version and make available online.	Fred Robbins
Completion 10/30/2003	Collaborate with IR to create and administer a bi-annual online faculty satisfaction survey.	Peggy Head

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**Recommendation 2:**

- A. Require staff members to attend professional development workshops that address stress management, interpersonal skill development, and conflict resolution.
- B. Create professional development workshop schedule at the beginning of each semester so that arrangements can be made to cover staff absences.
- C. Professional development courses to be taken during off-peak testing center demand time.

**Plan:** Work with Counseling Services to establish scheduled workshops year-round.

**Time line:** Workshops from 10/03 through 8/04

DATE	ACTION TO BE TAKEN	PERSON RESPONSIBLE
Completion 09/30/2003	Work with Counseling Services to establish scheduled workshops in soft skills for academic year.	Jennifer Salo
Begin 10/03/2003	Begin staff rotation through workshops. Initial week should accommodate all staff.	Jennifer Salo Peggy Head Fred Robbins
Complete 11/09/2003	Establish with Counseling Services monthly refresher shops for full time and part time staff.	Jennifer Salo

**Recommendation 3:**

- A. Prioritize purchase of current technological hardware and software in order to increase efficiency and effectiveness.
- B. Track testing times so that staffing requirements will be accurately determined on an ongoing basis. Disseminate and post this information so that service users can avoid peak times.
- C. Use of data gathering tools such as Six Sigma or use of QI macros for excel

**Plan:** Provide Testing Centers with upgraded software to increase efficiency and effectiveness by completion of Access-based Testing Center Administrative Program (TCAP).

**Time line:** Start beta tests in Spring 2004. Incorporate in all Testing Centers Maymester 2004.

DATE	ACTION TO BE TAKEN	PERSON RESPONSIBLE
Start beta test 01/13/2004	Complete rewrite of TCAP software.	Mike Smith
Final version 05/12/2004	Incorporate changes resulting from beta testing.	Mike Smith
Complete 05/12/2004	Create Access queries for various report configurations.	Jennifer Salo Mike Smith

**Recommendation 4:**

**A.** Add storage lockers that can be self-sustaining. Staff should not be used to check locker materials. (SCC now and PRC after Summer 2004)

**B.** Consider using lockers that require a minimal charge (25 cents). Insure change machine is in close proximity to pay-per-use lockers. (SCC now and PRC after Summer 2004)

**Note:** Pay lockers are not an option. Testing Center staff will modify operation to ease method of locker key issue.

**Plan:** Analyze Testing Center administrative area for methods of key issue. Include all aspects of locker access, key issue locations, and associated staff needs. Submit a plan to appropriate management for review. Modify plan as required and submit for incorporation.

**Time line:** Final plan submitted by 04/16/2004

DATE	ACTION TO BE TAKEN	PERSON RESPONSIBLE
09/2003	Additional lockers will be added in early Fall 2003.	Physical Plant
Submit 1/23/2003	Complete analysis, create plan, submit to appropriate management for review.	Jennifer Salo Fred Robbins
Complete 4/16/2004	Complete required modifications and incorporate system.	Physical Plant

**Recommendation 5:**

**A.** Reduce staff absences by eliminating reliance on student assistants. Consider hiring a part-time employee to replace some student assistant positions.

**B.** Develop comprehensive plan to insure recruitment and retention of staff. Consider revising personnel job description qualifications

**Plan:** Create a staffing plan for incorporation in AY2005. Review all job descriptions and consider utilizing the Testing Center Clerk II position.

**Time line:** Complete 06/01/2004

DATE	ACTION TO BE TAKEN	PERSON RESPONSIBLE
Complete 1/17/2004	Analyze current staffing approach and modify as needed to improve efficiency and staff motivation.	Jennifer Salo Peggy Head Fred Robbins Mike Smith
Complete 01/31/2004	Evaluate Testing Center job descriptions and modify for compatibility with staffing plan.	Jennifer Salo Peggy Head Fred Robbins Mike Smith
02/07/2004	Review staffing plan results with V.P.	Mike Smith
06/01/2004	Present results for appropriate supplemental budget approval at budget hearing..	Mike Smith

**Suggestion 1:** Collaborate with IR to establish ongoing student/faculty focus groups

**Comment:** Under consideration. A good concept, but not a priority.

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**Suggestion 2:** Consider providing staff with certificate upon completion of soft skill professional development courses

**Comment:** Under consideration. A nice concept, but not a priority.

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*Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

***Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and forward one (1) copy to the appropriate Vice President or Chief Administrator.***