

ANNUAL ASSESSMENT REPORT AND STRATEGIC PLANNING UPDATE

Year: 2004

Area or Unit Name: ACADEMIC TESTING SERVICES

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Section 1. Goals and Accomplishments

Goal 1: Access & Diversity: Provide a diverse range of appropriate standardized testing assessments for the recruitment, retention, and graduation of quality students.

- CLEP exams were administered a minimum of three days per week throughout the year. During new student orientation, exams were administered six days per week up to four times per day. During add-drop periods, exams were offered three times per day.
- Participated in national research involving CLEP Freshmen English and College Algebra which indicated that CLEP students are highly motivated individuals who perform better in the classroom and graduate with higher GPA's.
- CLEP survey instrument results were compiled and new tracking reports implemented. Examinee survey results for CLEP services indicated the following information as to who and why examinees were using Academic Testing Services for CLEP opportunities:
* 93% were Texas Tech students * 07% were not Texas Tech students * 21% wanted to expedite graduation * 18% wanted to take more advanced courses * 40% wanted to lighten the semester load * 75% wanted to save time and money * 137 Freshmen * 104 Sophomores * 102 Juniors * 322 Seniors * 6 Transfers * 11 Graduates * 24 Other
- Participated in the ETS training for implementation of the DSST (Dantes) CLEP program for military personnel.
- Upgraded computers to provide the new DSST computerized service Spring 2004, where ETS waives a portion of fees for qualified military personnel.
- Visa and MasterCard credit and debit options were implemented Spring 2004.

- A new departmental website was brought online late Spring 2004.
- A new departmental brochure was printed late Spring 2004.

Goal 2: Engagement: Serve the academic, career, and certification testing needs of students and community.

- Added Texas State Bar Exam for Attorney Certification.
- Added Nurse Entrance Test for admission to various nursing programs.
- Added computer-administered TeXes/EXCET for Texas Teacher Certification.
- Added NAPLEX, MPJE for Pharmacy Certification.
- Completed computer-based graduate surveys indicate that 78% of examinees are attending or applying to Texas Tech.
- Accuplacer Online administrations for Texas Success Initiatives continued to increase in popularity, while paper-pencil THEA administrations continued to decrease. Immediate computerized score reports and daily testing opportunities account for the preference of computer administrations over paper-pencil options.
- Satisfaction survey results continue to be in the good to excellent range.
- Extended schedules and increased testing opportunities were implemented during times with a high volume of demand for services.
- Less than 1% of satisfaction surveys indicated dissatisfaction.
- Accuplacer testing opportunities were increased and are offered 3 to 5 times per week.
- Computer THEA administrations were increased to twice per week.
- Academic Testing Services calendar is now posted on the departmental website.

Goal 3: Technology: Establish modern computer testing labs and web testing services.

- Several additional testing assessments have been incorporated and were listed in prior assessment section.
- Additional internet based options are in progress.
- Security enhancements were installed in all computer labs.
- Strong Interest Inventory and MBTI for academic major selection were implemented. Inventories are computer administered and can be accessed from personal computers.
- Part-time computer science person was hired.
- New departmental website and calendar were completed.
- Sections of the website continue to be improved.

- Additional security enhancements are in progress.
- All staff attended a identity fraud workshop hosted by TTU Police Dept.

Fiscal Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Computer Administered Exams						
Undergraduate Exams						
CLEP			421	3026	1630	879
TASP/TSI	342	250	200	131	193	36
ACCUPLACER/TSI				100	215	737
Graduate/Professional Exams						
Graduate Admissions				852	1746	1672
TeXes/Excet						57
% of total exams administered via computer	2%	3%	4%	27%	28%	27%
Paper/Pencil Administrations						
Undergraduate Admissions/Enrollments						
ACT	927	900	900	908	1047	800
ACT-Residual	48	0	44	33	15	13
SAT	1223	1200	1100	1047	1206	1198
TASP/TSI	4225	5750	6600	1917	1296	940
Quick TASP	512	599	673	569	292	0
All other exams						1120
Graduate/Professional Exams						
LSAT	213	250	300	350	344	257
MCAT				147	158	182
Other	1748	650	4900	633	1078	803
TeXes/Excet				3673	3257	3692
Career/Psychological Exams	1600	2000	2335	1445	1270	38
State Pilot Exams				135	40	0
% of total exams administered paper/pencil	98%	97%	96%	73%	72%	73%
Texas Tech Students Served						
CLEP						
TTU					96%	93%
Community					4%	7%

Graduate Admissions Exams TTU Community					72%	78%
					28%	22%
All Undergraduate Exams TTU Community						96%
						4%
All Graduate/Professional Exams TTU Community						81%
						19%
Total Exams Administered						
Computer & Paper Based	12258	13496	19374	14966	13787	12424

Section 4. Strategic Planning Update.

Goal: Access & Diversity: Provide a diverse range of appropriate standardized testing assessments for the recruitment, retention, and graduation of quality students.

- CLEP testing continued to decrease due to institutional and departmental changes. Retain critical success factor to increase student use by 5%.
- Retain critical success factors. Another academic year of stability is needed to appropriately assess success.

Goal: Technology: Establish modern computer testing labs and web testing services.

- Delete critical success factor, create a website. This has been completed.
- Revise critical success factor to read, maintain 100% compliance (meeting all national standards) for computerized administration of CLEP tests.
- Objective 3.3 strategy hire part-time computer science person to build website has been completed. Revise strategy to read, maintain and expand departmental website.
- Add Objective 3.4 with strategies to reflect the need for continued upgrades to security software (e.g. WebCT administrations) and surveillance equipment in computer labs.

Commentary:

Academic Testing Services spent most of the year in a rebuilding mode after a restructuring process. Several processes were refined, changed, or deleted. Improvements were made to tracking reports and additional reports created. Analysis of the information supports the assessment process of the department. CLEP exams administered decreased by 46% while all other online testing increased or maintained stability. Institutional policy changes in credit awarded, lack of a departmental website and the absence of contact material during a restructuring period are probable contributing factors to the decrease in CLEP. However, this is the second academic year that the usage of CLEP services on the TTU campus took a significant drop and the lowest usage of this service in at least eight years. The institutional decision to discontinue awarding any credit for successful performance on the English CLEP Subject Exam: Freshman College Composition certainly impacted this service. Recently released research by CollegeBoard indicates that AP and CLEP are comparable measures and that both AP and CLEP students are highly motivated and consistently outperform their peers in the classroom, as well as, graduating with higher GPA's. Questions for nationally standardized CLEP exams are written by college and university

professors. Validity studies on CLEP exams are performed by using the CLEP as the final exam for the specified coursework at participating colleges and universities. CLEP exams are viable assessment instruments to compliment the Graduate On Time program and provide access for well-prepared, highly motivated students who graduate from high schools that do not participate in advanced placement programs due to district locations or budgetary restraints. CLEP exams are administered year-round unlike the AP exam which is offered on only one day per year. New research data regarding CLEP and AP exams will be shared with faculty/administrators for their consideration and recommendations. Security enhancements and upgrades were implemented in Academic Testing Services' computer labs. Changes in technology and protocol will continue to impact the ability of the department to participate in online graduate/professional admissions and certification exam programs. The department will need committed resources and administrative support to maintain or increase these services.

Implementation Plan:

Reports and data have been presented to Vice Provost Brink and specific faculty regarding College Board's validity research of specified testing assessments. Additional data has been requested from College Board. Based on information received from ETS at state and national testing conferences the protocol and program requirements for all graduate admissions exams currently provided by ETS will be changing in the near future. The TOEFL and GRE will be converted to a iBT delivery system. The TOEFL transition will begin September 2005 and GRE is scheduled to follow approximately one year later. The current ETS plan is to anchor administration of the exams to specified Friday or Saturday dates (possibly some Sundays). The institution will no longer be able to control an independent exam administration schedule that meets institutional student demand or deadlines. Although every effort will be made, Academic Testing Services may not be able to maintain the same volume demands under the new protocols. ETS currently plans to enlist off-campus computer labs and service providers for additional testing sites to accommodate the large numbers that will need to be tested on the reduced schedule. If community facilities are lacking, travel will be required to another location where a facility is available. ETS will no longer support daily and evening administrations once the transition is completed. The GMAT exam will be completely removed from all institutional campus sites nationwide beginning January 2006 and will be administered only in Pearson Vue store front facilities. These plans may significantly impact the current level of student customer service at Texas Tech University and impede graduate admissions efforts. State and national professional testing associations are petitioning ETS to reconsider these changes and the possible negative impact on current institutional programming. It is unclear at this time how ETS will respond and the final impact of their response.