

The Counseling and Testing Center 2006 NCA Summary Sheet

Program Name: Testing Services

Program Goal:

1. To provide psychological testing services of increasing quality to the CSU community.
 - 1.1. Count of number of psychological tests administered.
 - 1.2. Measure of the quality of psychological testing services using the Testing Center Evaluation.

2. To provide high quality educational and industrial testing, test scoring for faculty and staff, and screening instruments for the CSU community.
 - 2.1. Testing Center count and evaluation of tests administered for the year.
 - 2.2. National Conference of Bar Examiners Multi-state Professional Responsibility Examination Test Center Review Analysis.
 - 2.3. Survey of major tests administered (e.g.) Association of American Medical Colleges (MCAT) and other standardized industrial test satisfaction surveys.
 - 2.4. Measure of the quality of scoring services for professors, other test companies, and testing room participants. (moved from goal #1; outcome #2)

3. To provide career testing and related instruments for use by the CSU community.
 - 3.1. Inventory and frequency of use of each type of career instrument used to assist students with career decision-making.
 - 3.2. At least 90% of students will report satisfaction or strong satisfaction with career instruments that they are administered to assist them with career decision-making.

This program area consisted of three major goals and eight outcome measures. Based on recommendations of the Office of Assessment, major revisions were made to the outcome measures for this program area. Findings were achieved for six of the seven outcome measures the current year compared to, for six of the seven outcome measures in 2005-6, and for five of seven measures in 2003-04. The research areas for which findings were not obtained, involved the evaluation of psychological testing. This is a challenging area to evaluate. Clients are instructed to take these instruments at a time when they are able to complete the administration time requirements, during operating hours. This means that they are not pre-scheduled to take these instruments. Data from the Counseling and Testing Center Assessment Blank found that over 70 percent of the overall sample found counseling helpful in clarifying their career directions. Given that vocational counseling almost always use these instruments, it can be concluded that positive rating of this area can also be attributed to the use of these tests. However, additional steps will be taken to systematically measure clients' satisfaction with psychological tests. In that the Center uses only the most up-to-date and most widely used psychological tests, we will also review whether this item should be omitted or further revised. It is hoped that by establishing a centralized online evaluation procedure will lead to significant improvement with these measures.

To provide psychological testing services of increasing quality to the CSU community. One out of the two targeted outcome measures for this goal was achieved. The Center conducted a count and review of psychological tests used by the clinicians. Over 90% of these instruments are the latest editions and 100% of those instruments that are used on a regular basis are the most recent editions. As noted above, the measure of the quality of psychological testing services was not achieved. Additional efforts will be made to evaluate this area in the coming year.

To provide high quality educational and industrial testing, test scoring for faculty and staff, and screening instruments for the CSU community. The Testing Center experienced a decrease in the number of new tests it secured and in the number of tests it administered for the year. In 2005-06 the Testing Center procured six new tests, compared to 13 in 2003-04, and 17 in 2004-05. The Testing Center administered 52 different tests in 2003-04, 64 in 2004-05, and 54, in 2005-06. While there was a decrease in the number of different tests it administered in 2005-06, the total administration remained at the same level for 2004-05 and 2005-06 (5924 and 5925, respectively). In response to the recommendations of the Office of Assessment, some research was carried out to establish a benchmark for the preceding statistics. Testing Offices at 13 Urban Universities were contacted and asked for information regarding the types of tests they administered, the number of tests they administered annually, and the total number of test administrations that they carried out annually. The preliminary data revealed that there was a wide variation in the number of tests administered by the various Universities, based on size, and the focus and resources dedicated to testing services (number of staff, credential of staff, etc). The Testing Center was found to administer the same types of educational, entrance, and certification tests as other Universities, but to administer fewer total administrations than many of these institutions. (e.g., University of Illinois, Chicago-30,000 administrations annually; Wayne State University- 15,229 administrations in 2004; the University of Cincinnati-4,000 administrations). The Testing Center's recent acquisition of the Placement Testing Office may have played some role in the number of other tests it took on for the current year. However, the increase in testing facilities may allow The Testing to increase the number of different tests it procures in the future. The Testing Center continued to receive high satisfaction ratings from test participants on all tests it administers. The Testing Center's ratings ranged between 88% and 97%, consistent with its ratings from 2005-06. The Testing Center will maintain this program goal for 2005-6.

To provide career testing and related instruments for use by the CSU community. This goal continues to be unmet for 2005-06. While clinical staff was provided additional reminders to carry out this measure, it was not completed. This may be in part due to the fact that administering a separate instrument to assess the instrument used in addition to an instrument used to assess the service which subsumes the taking of the instrument, is perceived as excessive. However, to try to combine this item on the current assessment instrument would make it extremely long and result in clients not completing it. It is hoped that the moving to an electronic/online survey with branching options that allow users to select only those items which applies to them will result in improvements in the collection of data for this research area.

List of Program Goals

Department or Unit Name: The Counseling and Testing Department

Individual Completing Form: Dr. Richard Yates

Date 5/19/2006

Program Name: Testing Services

Goal 1:

To provide psychological testing services of increasing quality to the CSU community.

Goal 2:

2. To provide high quality educational and industrial testing, test scoring for faculty and staff, and screening instruments for the CSU community.

Goal 3:

To provide career testing and related instruments for use by the CSU community.

Program Assessment Report

Department or Unit Name: Counseling & Testing Center

Individual Completing Form: Dr. Richard Yates

Program Name: Testing Services

Date: 05/19/06

Goal #1

To provide psychological testing services of increasing quality to the CSU community.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 Count of number of psychological tests administered.	Testing assessment data is compiled on a per term basis and annually each academic year	2005-06: 114 psychological tests administered	Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.	2005-06: maintain	increase of 11%
#2 Measure of the quality of psychological testing services using the Testing Center Evaluation. (revised from 2004-05)	Testing assessment data is compiled on a per term basis and annually each academic year	2005-06: NA	Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.	2006-07: Include items to measure this area in computerized/online survey.	

Program Assessment Report

Department or Unit Name: Counseling & Testing Center

Individual Completing Form: Dr. Richard Yates

Program Name: Testing Services

Date: 05/19/06

Goal #2 To provide high quality educational and industrial testing, test scoring for faculty and staff, and screening instruments for the CSU community.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 Count of types of tests administered by Testing Center for the year.	Testing assessment data is compiled on a per term basis and annually each academic year	2005-06: 54 different types of tests administered; 6 new. 5925 total administrations conducted. Tests included certification, academic entrance, credentialing, independent study, and other industrial tests.	Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.	2006-07: Continue to gather comparison data from other similar Universities for benchmarking.	
# 2 National Conference of Bar Examiners Multi-state Professional Responsibility Examination Test Center Review Analysis.	Testing assessment data is compiled on a per term basis and annually each academic year	2005-06:one admins: achieved positive ratings of 88%	Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.	2006-07: maintain	

<p># 3 Survey of major tests administered (e.g.) Association of American Medical Colleges (MCAT) and other standardized industrial test satisfaction surveys.</p>	<p>Testing assessment data is compiled on a per term basis and annually each academic year</p>	<p>2005-06: rated positively by 97% of respondents.</p>	<p>Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.</p>	<p>2006-07: maintain</p>	
<p>#4 Measure of the quality of scoring services for professors, other test companies, and testing room participants. (moved from goal #1; outcome #2)</p>	<p>Testing assessment data is compiled on a per term basis and annually each academic year</p>	<p>2005-06: 99% positive rating by professors (n=97); 89% positive rating by other test company participants (n=197); and 89% positive rating by testing room participants (n=211).</p>	<p>Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.</p>	<p>2006-07: maintain</p>	<p>1% increase for testing room and other testing company participants</p>

Program Assessment Report

Department or Unit Name: Counseling & Testing Center

Individual Completing Form: Dr. Richard Yates

Program Name: Testing Services

Date: 05/19/06

Goal #3 To provide career testing and related instruments for use by the CSU community.

Outcome Measures (counts)	Research Completed	Findings	Review	Actions	Improvements
# 1 Inventory and frequency of use of each type of career instrument used to assist students with career decision-making.	Testing assessment data is compiled on a per term basis and annually each academic year	2005-06:Career: Strong 46; Campbell 4; Personality: MMPI 2-50; 16PF 2; MBTI 12	Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.	2006-07: maintain	
# 2 At least 90% of students will report satisfaction or strong satisfaction with career instruments that they are administered to assist them with career decision-making	Testing assessment data is compiled on a per term basis and annually each academic year	2005-06: NA	Assessment findings are reviewed by the Director, the assessment officer, with CC staff, and shared with clients via on-line posting and wait-area publications at end of each academic yr.	2006-07: include items in online/computerized survey and centralize survey administrations.	

Departmental/Unit Self Assessment and Action Plan

Department or Unit Name: Counseling & Testing Center

Individual Completing Form: Dr. Richard Yates

Program Name: Testing Services

Date: 05/19/06

NCA Level 2 Assessment Criteria	Meets Level 2 Criteria? Y or N	Action Steps to Get to Level 2	Timetable for Action Steps (see base NCA time chart)
1. Goals * The Program has specific student learning or student service goals. These goals reflect the discipline or service area professional standards.	Yes	N/A	N/A
2. Outcomes * Outcomes that are directly measurable are defined for each goal.	Yes	N/A	N/A
3. Research Completed * Research is systematically conducted to evaluate success or failure in achieving student learning or service outcomes.	Yes	systematically collect data on testing services provided through the Testing Center, using specified outcome measures.	collect data for 2005-6, by June 2006.
4. Findings * Research results are analyzed and interpreted; findings are determined.	Yes	Analyze and interpret data collected and determine findings for each program goal.	Final analysis of 2005-6 research finding to be completed by June 2007
5. Review Process * Findings are discussed and reviewed by appropriate groups and individuals; recommendations are made for action.	Yes	Copies of 2006-7 finding to be provided to staff and VP; Center staff to conduct discussions of findings; seek recommendations from Center staff and from VP.	Copy of initial findings submitted to VP and staff by June 2007; Discussion of findings and recommendations by Ctr. Staff and VP to be done by June 2007.
6. Actions * Recommendations are acted upon.	Yes	Contingent on outcome of research process.	No later than June 2007.
7. Improvement * Actions result in documented improvements in student learning or services.	Yes	Contingent on outcome of research process.	No later than June 2007.