

**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. Count of types of tests administered by Testing Center 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 in 2006. Findings were fully achieved for five of the eight outcome measures for 2006-07 and 2/3 achieved for outcome measure 2.4.

1. 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. However, data from the Counseling and Testing Center Assessment Blank found that 64 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 need to be taken to systematically measure clients' satisfaction with psychological tests. Additional efforts will be made to evaluate this area in the coming year. 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 the establishment of a centralized online evaluation procedure will lead to significant improvement with these measures.

2. To provide high quality educational and industrial testing, test scoring for faculty and staff, and screening instruments for the CSU community. In 2006-07 the Testing Center maintained the number of new tests (6) but lost others due to not being able to compete with other testing service providers who offered online versions of the tests. The Testing Center experienced a decrease in the number of tests it administered for the year (5925 to 5109). However, this figure does not include the 7, 720 tests conducted by the Placement Testing Center now under the Testing Services umbrella of services. Satisfaction data for this new program was collected but not able to be commented upon due to it being received when key Testing staff members were not available. The Testing Center's recent acquisition of the Placement Testing Office and the increase in testing facilities may allow the Testing Center to increase the number of different tests it procures in the future. The Testing Center continued to receive high satisfaction ratings (exception, NA: Bar Examiners, MCAT and professors utilizing scoring services). The Testing Center's ratings ranged between 88% (test room participants) and 97% (test company participants), consistent with its ratings from 2006-07. The Testing Center will maintain this program goal for 2007-08. Due to limitation in time and personnel resources, a comparison of testing services benchmarks was not made.

3. To provide career testing and related instruments for use by the CSU community. Fifty-two career assessment instruments were administered in 2006-07 along with 58 career-related personality tests. It was hoped that the moving to an electronic/online survey would help in improvements in the collection of data for this research area, but unfortunately it did not. Fortunately, it can be said (from CCAB data) that 64% of 59 students surveyed reported "Counseling has helped me clarify my career direction." However, we will encourage Counseling staff to ask students to participate in the new online assessment specifically addressed at the rating of career instruments.

List of Program Goals

Department or Unit Name: The Counseling and Testing Department

Individual Completing Form: Dr. Richard Yates

Date 5/25/2007

Program Name: **Testing Services**

Goal 1: To provide psychological testing services of increasing quality to the CSU community.

Goal 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: 05/25/07

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	2003-04: 91 psychological tests administered. 2004-05: 102 psychological tests administered 2005-06: 114 psychological tests administered 2006-07: 95 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.	2004-05: maintain. 2005-06: maintain 2005-06: maintain 2007-08: maintain	2005-2006: 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	2003-04: NA 2004-05: 99% of faculty surveyed indicated satisfaction; 88% of consumers indicated satisfaction. 2005-06: NA 2006-07: 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.	2004-05: implement survey. 2005-06: maintain 2006-07: Include items to measure this area in computerized/online survey. 2007-08: Work with Testing Center staff to implement measures consistently	

Program Assessment Report

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Date: 05/25/07

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
<p># 1 Count of types of tests administered by Testing Center for the year.</p>	<p>Testing assessment data is compiled on a per term basis and annually each academic year</p>	<p>2003-04: 52 different types of exams administered; 13 new; 6,038 total administrations conducted. Tests included certification, academic entrance, credentialing, independent study, and other industrial tests. 2004-05: 64 different types of exams administered; 13 new. 5924 total administrations conducted. Tests included certification, academic entrance, credentialing, independent study, and other industrial tests. WAIS-III added 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. 2006-07: 51 different types of tests administered; 6 new. 5109 total administrations conducted. Tests included certification, academic entrance, credentialing, independent study, and other industrial tests.</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>2003-04: Request additional space so we can increase numbers tested. Add updated WAIS/WISC. 2004-05: Request additional space so we can increase numbers tested. 2005-06: maintain 2006-07: Continue to gather comparison data from other similar Universities for benchmarking. 2007-08: Evaluate comprehensiveness of benchmarking data</p>	

<p># 2 National Conference of Bar Examiners Multi-state Professional Responsibility Examination Test Center Review Analysis.</p>	<p>Testing assessment data is compiled on a per term basis and annually each academic year</p>	<p>2003-04: two admins: achieved positive ratings of 90% and 79%, respectively. 2004-05: two admins: achieved positive ratings of 87% and 90%, respectively. 2005-06: one admin: achieved positive ratings of 88% 2006-07: NA</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>2003-04: 2004-05: maintain: 2005-06: maintain 2006-07: maintain 2007-08: Check with Testing Staff to see if this data could be obtained for 2007-08 assessment</p>	
<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>2003-04: rated positively by 96% of respondents. 2004-05: rated positively by 97% of respondents. 2005-06: rated positively by 97% of respondents. 2006-07: NA</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>2004-05: maintain 2005-06: maintain 2006-07: maintain 2007-08: Check with Testing Staff to see if this data could be obtained for 2007-08 assessment</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). 2006-07: NA for rating by professors; 97% positive rating by other test company participants (n=184); and 88% positive rating by testing room participants (n=232).</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 2007-08: Work with Testing Center staff to implement measures consistently</p>	<p>2005-06: 1% increase for testing room and other testing company participants 2006-07: 8% increase for 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: 05/25/07

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	2003-04:Career: Strong 37; Campbell 8 Personality: MMPI 11; 16PF 10; MBTI 25 2004-05:Career: Strong 62; Campbell 7 Personality: MMPI 12; 16PF 6; MBTI 15 2005-06:Career: Strong 46; Campbell 4; Personality: MMPI 50; 16PF 2; MBTI 12 2006-07: Career: Strong 41; Campbell 11; Personality: MMPI 29; 16PF 1; MBTI 13	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.	2004-05: maintain 2005-06: maintain 2006-07: maintain 2007-08: 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	2003-04: NA 2004-05: NA 2005-06: NA 2006-07: No students completed the online assessment for this area of career instruments, however n=38 (64% of 59 students) did report via the CCAB that "Counseling has helping me to clarify my career direction."	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.	2004-05: Implement outcome measure. 2005-06: Make adjustment to survey process to increase completion of surveys. 2006-07: Include items in online/computerized survey and centralize survey administrations. 2007-08: maintain	2006-2007: Career instrument satisfaction assessment computerized to an online assessment.

Departmental/Unit Self Assessment and Action Plan *(not revised from 2005-06)*

Department or Unit Name: Counseling & Testing Center

Individual Completing Form: Dr. Richard Yates

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Date: 05/25/07

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 2007-8, by June 2008.
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 2007-08 research findings to be completed by June 2008
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 2008; Discussion of findings and recommendations by Ctr. Staff and VP to be done by June 2008.
6. Actions * Recommendations are acted upon.	Yes	Contingent on outcome of research process.	No later than June 2008.
7. Improvement * Actions result in documented improvements in student learning or services.	Yes	Contingent on outcome of research process.	No later than June 2008.