



G GARDEN CITY
COMMUNITY COLLEGE

**NON-ACADEMIC
DEPARTMENTAL REVIEW
TEMPLATE**

May 2018

Counseling & Testing



GARDEN CITY
COMMUNITY COLLEGE

Non-Academic Departmental Review Self-Study Template

Department: Counseling and Testing

Department Head: Jo Ann Garrier

Submitted by: Jo Ann Garrier

Submission Date: February, 2018

INSTRUCTIONS:

Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.

All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2012-2013 academic year.

Component 1: Non-Academic Departmental Review Committee

List the names of the Non-Academic Departmental Review Committee and their association with your department (your department personnel who contributed to the writing of this report).

Name	Association
Jo Ann Garrier	Professional Staff
Review Advising Committee	
Samantha Sanger (Review Committee)	Faculty
Colin Lamb (Review Committee)	Administrative Staff
Jo Ann Garrier (Department Writer)	Administrative Staff

Component 2: Department Profile

A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

The GCCC Testing Center promotes academic and career success by providing our diverse campus and community stakeholders with comprehensive, state-of-the-art academic and professional testing services in a secure and distraction-free environment. The Testing Center adheres to the National College Testing Association's Professional Standards and Guidelines.

Free, professional and confidential counseling is available to provide GCCC students with services to maximize their potential.

The department opens doors to college and career success. Counseling services support students to succeed academically and emotionally while in college (student retention and completion-institutional goals and outcomes). Testing services also helps people become employable (GED completion, minimum education for area employment) and assists a substantial number in obtaining or advancing in specialized employment (certification testing), both of which have significant local economic and quality-of-life impact (institutional mission).

B. Human Resources – combine all sub-units

1. How does the department assure that all personnel are qualified for their position?

The basis for assessment personnel selection includes honesty, integrity and the ability to follow strict testing procedures. In addition, professional testing organizations require individuals proctoring exams to review policies and procedures and subsequently pass a test to become an approved proctor.

The department head, Jo Ann, is required to complete 30 hours of approved counseling continuing education every 2 years for state licensure and 100 hours of approved continuing education every 5 years for national certification.

2. Include an organizational chart with names and titles.

Jo Ann Garrier, Counselor (1989)
Rafaela Arana, Assessment Clerk (2012)
Rosalinda Del Toro, Assessment Assistant (part-time position) (2017)

3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past **five** years.

Jo Ann Garrier
2012 Kansas College Counseling Association, President (plan and organize annual state conference)
2012, 2013 Southwest Kansas Live on Stage, Board Member and Membership Co-Chair

4. List names and anticipated dates of retirement (month, year) within the next five years.
 None
5. How are the results of employee evaluations used in identifying professional development needs?

Reviewing individual goals and objectives are used to identify appropriate professional development opportunities.

6. What department-specific professional development opportunities are offered/provided by the department?

New employees have access to a procedures manual that gives systematic directions for administering all tests offered by the department. Most professional testing organizations require proctors to recertify annually to maintain approved proctor status. Staff can complete associated activities (studying and testing) during work hours. As members of the National College Testing Association (2016), there will also be opportunities for staff to attend regional and national conferences.

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

Jo Ann Garrier-Counselor

2012

KCCA Conference

College Students and Problem Gambling

Human Trafficking

Art Therapy

KCA Conference

Reverse Paranoia: A World Conspiring to Help You. Count Your Blessings Not Your Afflictions

Technology Use and Ethics

Keeping All Your Balloons in the Air

Empowering Counselors to Help Homeless Students

Counselor Competency and Awareness of LGBT Issues

Keeping Counselors Healthy: Spiritually Oriented Self-Care Strategies

Effective Strategies in Treating Eating Disorders

2013

Distance Education

Counseling Unemployed Clients

Ethics for Counselors

Alzheimer's disease

CCDA Conference

Using Strengths Finder 2.0 to Increase Client's Well-Being and Engagement

Accelerating Client Movement and Your Value

What to Do When You Only Have 10 Minutes to Assess a Client/Student

Chaos and Careers in a Changing World

Using Innovative Strategies for Making Career Counseling the Most Useful and Fun Course

A Map for Navigating Uncertainty and Change in Life and Work

Distance Education

Heart Math Interventions

Seminar

Happiness: How Positive Psychology Changes our Lives

2014

Distance Education

Victor Frankl: An intimate Portrait

I am a Counselor

2015

CCA Conference

A Promising Intervention for Trauma, ADHD, Depression and Anxiety

Dr. Dan Siegel Psychotherapy from the Inside Out: The Brain of the Mindful Therapist
Pain in the Brain

Islands of Relief for Children: Mindfulness, Resourcing & Art Activities

Counseling in a Technologically Advanced World

Spiral Dynamics: Using Emergent Cyclical Levels of Existence Theory in Psychotherapy

Counselor Wellness: Prioritizing Your Well Being and Self-Care

Three Secrets to Amazing Self Care: Creative Ways to Refocus, Re-center and Recharge

NCCA Conference

Reimagining: Purpose Driven-Happiness

Purpose, Passion and a Paycheck-How Encore Careers are Producing a Human Capital Revolution

Action-Oriented, Hope-Centered Career Interventions

Contemplative Career Counseling: Mindfulness and Beyond

Reimagining the Role of Career Development

Choosing Work in the 21st Century: Balancing the Marketplace and the Dream

The Seven Essential Steps to Reimagining Our Lives

Reimagining How to Teach Job Search Skills

Wow, that was quick! Examining the Impact of Brief Interventions on Career Development

The Time between Dreams

2016

Distance Education

Exploring Ethical Challenges in the Therapeutic Relationship and Counseling Environment

Human Trafficking and Exploitation

Ethics for Counselors

Post-Traumatic Stress Disorder

Wichita State University Community College Day

Seminar

Mindfulness-Based Interventions to Rewire the Brain

Seminar

Clifton Strengths 2-Day Summit

Kansas Accuplacer Conference

2017

Seminar

The Advanced Mindfulness Toolbox for Rewiring the Brain: Intensive 2-Day Training for Anxiety,
Depression, Pain, PTSD and Stress-Related Symptoms**2018**

Seminar

Nutritional and Integrative Interventions for Mental Disorders

Rafaela Arana-Assessment Clerk

2016

Kansas Accuplacer Conference

C. Description of the Department and the Customers/Clients Served

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

The department proctors tests for incoming, current and graduating students as well as certification testing for community members. In 2014, staff supervised 3,485 tests. A significant increase (31.2%) in the number of tests administered occurred between calendar years 2015 (3,634) and 2016 (4,768). Test administrations in 2017 (4,726) are comparable to 2016 figures (see attachments).

Presently tests overseen break down as follows: 58.9% placement, 28.7% certification, 9.1% proctoring and .4% prior learning assessments. These percentages are consistent (+/- 3% variance year-to-year).

The institution and staff became members of the National College Testing Association in 2016, adopting the organization's professional standards and guidelines of practice.



Free to enrolled students, campus-based counseling services focus on wellness, career development and individual empowerment – a proactive approach to mental health. Approximately eight students a day come to the counselor with various concerns ranging from academic advising (planning, enrollment, related difficulties) to career exploration and personal issues impacting their success (work, sleep, relationships, money).

All department personnel must be aware of and comply with strict test security measures as well as FERPA. Jo Ann is also committed to the American Counseling Association's Code of Ethics.

2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

Moving to the Student and Community Services Center has benefitted everyone seeking the department's services.

It is now very convenient for prospective students to meet with admission on the first floor, complete assessment on the second floor and return to the lower level for academic advising and enrollment as well as financial aid assistance. This consolidation fulfills the vision of one-stop services for students.

The SCSC is also a great location for community and regional (southwest Kansas, eastern Colorado, Texas/Oklahoma panhandle) patrons seeking certification testing to further their careers. This "front door" location is easy to find for those not familiar with campus. During any given week, individuals may be testing in the lab to earn their General Education Diploma, an IT certification, various contractor and trade licenses, and many other credentials. More than 25 percent of American workers have a government-issued license or a privately issued certification; career professionals expect these numbers will grow significantly in the coming decade.

The department also benefits area students in Seward County Community College's respiratory therapy program. First- and second-year students participate in campus-based SCCC lecture courses electronically via a GCCC classroom. Moreover, by proctoring course tests, the Assessment Center saves students additional trips to Liberal (this also includes SCCC surgical technology students).

Several technical programs' completers/graduates test in the center, including certified nurse aides, emergency medical technicians, automotive technicians and information technology students.

College counselors help students cope with a wide variety of educational, adjustment and mental health issues. Campus stakeholders (such as faculty, coaches, campus nurse, administrators) often refer students for services. Counseling can facilitate academic progress and help students successfully achieve their career goals.

3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

Prospective students are advised of set times for placement testing (walk-ins welcome, no appointments needed). The back of Rafaela's business card details this information and assessment, admissions and advising personnel distribute these cards. Preparation for placement testing is encouraged and staff direct students to multiple online resources to utilize. Other tests require a scheduled appointment made via phone, email or a website (professional testing companies). Staff consolidate all of this information daily into a shared calendar.

In 2017, less than 6% of tests administered were paper-based.

4. Describe any existing continuous improvement activities.

Relocating to the SCSC allowed staff to vastly improve check-in procedures and test security measures. In the old location, testers entered an office to complete all pre- and post-test procedures. Now, with a check-in window, staff can easily manage traffic and maintain confidentiality, store personal property while students test (more lockers) and preserve test security (students can no longer violate/invade professional space).



Through the NCTA, the testing center has agreed to be a listed as a site willing to provide proctoring services to students from other institutions. (The only other consortium testing centers in Kansas are KU, K-State, WSU and Johnson CCC.)

Test vendors are constantly revising proprietary software, making updates to the procedures manual an ongoing endeavor.

Jo Ann is a member of the American Counseling Association, American College Counselor Association and the National Career Development Association. Affiliated publications, websites and list serves of these organizations as well as the NCTA keep staff current and aware of trends and concerns in both departmental areas.

5. Provide any other relevant information needed for a complete understanding of your department.

More and more finesse is required of personnel to work in the testing area. Nationwide, cheating has become rampant and increasingly sophisticated. A myriad of devices are available online for purchase to facilitate cheating. Hence, employees must make certain individuals surrender *all* possessions for storage and follow test vendor procedures that border on those of the TSA. High-stakes certification testing also means test takers are anxious and stressed. Providing a calm, quiet and friendly environment is essential. At the same time, staff must be vigilant about testing rules and regulations and be prepared to remove any violators without incident.

Component 3: Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data and describe how those resources would improve services.

Due to the increased demand for services (see Component 2: C.1.) and the fact that 95% of all tests administered are computer-based, it is crucial that the department have suitable computer resources.

Reconfiguring the testing rooms in the SCSC has allowed for the expansion of computer workstations from 15 to 22 in each room. Of the current 30 lab computers, 15 are up-to-date (15 run Windows 7). Therefore, to maximize existing space, testing could utilize 29 more lab computers (15 upgraded and 14 new capacity).

This improvement would permit testing to remain in the SCSC and not have to relocate (to another lab) during peak testing periods (April, June, August) or for CNA testing (approximately 13 sessions of 6 to 24 testers annually). Staff had direct access to additional computers when housed in the library. This is a new problem.

Staff also plan to apply to become a Certified Test Administration Site for the Praxis series. The center could then resume testing of associate-degreed students transferring into college/university teacher education programs. In addition, students completing their bachelor or higher education-related degree could complete required Praxis testing in Garden City as well. GCCC discontinued these tests in 2013 when ETS eliminated the paper-based versions. Currently the closest testing centers are in Hays or Wichita, resulting in students incurring travel and, for some, lodging expenses.

Both computer labs need cameras for proper proctor monitoring from the assessment office. Currently only one lab has cameras and this array is inadequate as not all workstations are visible. Ceiling-mounted cameras that allow for viewing into each workstation are the best solution.

To support all aforementioned upgrades, two new office computers and a new server are required.

Designed to withstand student use/abuse, the new chairs purchased will last longer. Because the height of tabletop dividers could not meet test vendor specifications, the installation of call center-style workstations was necessary. This change increased costs significantly, allowing for only one testing room upgrade.

The second lab continues to utilize flimsy cardboard dividers meant to provide privacy and designate individual workspaces. With individual testing sessions averaging between two to as many as six hours, comfort can influence performance. A comfortable chair and workspace can help mitigate test anxiety and test fatigue. Completion of the second lab is a good investment. With both labs completed, the department will have greater flexibility to adapt their use to whatever future needs arise. Testing services needs approval to use revenue generated by the department for necessary improvements.

The department has met with IT staff about technology needs. For example, 31 computers @ \$698 each or a total of \$21,693. Needed camera monitoring equipment is included in a campus-wide upgrade currently underway.

As the designated counselor on campus, it is imperative that the department seek additional online, self-service options to inform students and to fulfill individual needs. Some of these resources need only be web links on the department web page and/or links within the campus portal. These resources would address common college student concerns that might be resolved with solid, factual information found on vetted websites. It could also include self-screening tools that, if necessary, would direct the individual to counseling for further assistance.

Include documentation if requesting additional resources.

Component 4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community?

Yes No

If yes, list activities and explain how they benefit the students and/or community (e.g. fliers, internal department documentation)

2012, 2013

Southwest Kansas Live on Stage, Board Member and Membership Co-Chair, free passes for GCCC fine arts students to attend live performance series events (Jo Ann, 25 years of service)

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

In 2015, the department participated in field-testing for development of a revised edition of the Nelson-Denny Reading Test. The department received reimbursement for participation. GCCC allied health programs utilize this test and will benefit when additional forms of the test are available from the test publisher.

The Testing Center relocated from the Saffell Library to the second floor of the Student and Community Services Center August 2016.

Jo Ann visited several testing centers in Kansas and Colorado to observe best practices and utilized those findings when upgrading the testing labs.

Staff phased out Compass (December 2016) and began implementation of Accuplacer as the campus-wide placement-testing program. Staff chose the challenging route of being an early adopter of Next Generation Accuplacer, the newest edition of the product. All other Kansas community colleges currently use Classic Accuplacer (to be retired in January 2019.) Meeting with high school outreach sites eased this transition. Staff listened to their input, provided them with new forms and information and were flexible with test delivery options.

Jo Ann wrote a proposal and received \$20,000 toward renovations. In August 2017, the installation of new workstations with chairs was completed.



SCSC 2022 Pre-/Post-Renovation

Component 5: Intended Outcomes, Assessment Measures, Targeted Level of Achievement, and Prior Results

1. If data has previously been gathered, list the intended outcomes for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each outcome supports.

The department developed a new process to gather and consolidate test administration data. Three years of information from this new process was included to support the funded grant submission. (See Component 2: Description of Department for discussion of types of tests administered and numbers of clients served and end of document for detailed annual results 2014-17.)

2. Describe the data gathering process and give results.

GCCC utilizes both the Community College Survey of Student Engagement (CCSSE) and Noel Levitz Student Satisfaction Inventory (SSI). The CCSSE is administered annually and the SSI is administered every other year. (The survey publishers determine how the institution collects data.)

The most recent Noel Levitz SSI from 2016 was positive. In the Strategic Planning Overview of Benchmarks, twenty statements of satisfaction were *higher* for GCCC than the National Community Colleges-Midwestern cohort group. Of these statements, five addressed advisor satisfaction and one focused on counseling staff satisfaction.

“Counseling staff care about students as individuals.” (GCCC 5.80 versus peers 5.48)

Compared to the related group, GCCC students surveyed also placed less importance on (5.99 versus 6.14) but *greater* satisfaction with (5.85 versus 5.57) assessment services.

“The assessment and course placement procedures are reasonable.”

The CCSSE 2017 Benchmark Scores Report results were equally positive. The Scope of Support for Learners specifically includes academic advising/planning, career counseling and helping students cope with non-academic responsibilities. Overall support for learners exceeded that of the comparison group of small colleges (54.9 versus 51.7). Moreover, these results were an improvement over 2016 and exceeded 2015 results (GCCC 53.5 versus other small colleges 52.1).

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

Although no targeted levels were previously established, improvements in assessment processes and procedures have started. The next step in this ongoing endeavor is to become a National Certified College Test Center. Eleven comprehensive standards with benchmarks identify overall expectations for test centers seeking certification. This certification requires a lengthy application with detailed documentation and includes an on-site visit.

4. The department will gather feedback regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

The ability to meet test vendor specifications means GCCC has a positive impact on campus and community stakeholders by being able to offer a greater variety of tests and options. This is exemplified by the increase in numbers of tests administered (see detailed attachments) and in the geographic area served. (For the region, the nearest potential professional testing centers are in Hays, Wichita, Amarillo or Pueblo.) The department continues to receive requests from individuals as well as test vendors to expand our offerings. The staff also receive positive comments from new customers (quiet, professional setting) and repeat customers (such an improvement over the library location). An official customer satisfaction survey is under development to capture this data (see draft on pages 14-15).

Attach copies of any stakeholder survey results for your department.

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:

- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.

In the next five years, opportunities for improvement will involve implementing practices and procedures that automate routine tasks, document staff and student activities, and foster student success from matriculation to graduation and beyond.

To begin, by July 2018, using the new GCCC web template, department content will be redesigned and updated. Following training for the new portal, there will also be campus-exclusive content posted and completed by November 2018. Web information for testing services will clearly state hours of operation, map physical location and contact information as well as state placement and certification tests offered and test center policies for testers. Counseling resources will focus on student self-knowledge, career exploration and mental wellness (a positive psychology perspective). The department will nurture individual responsibility and optimize impact with online resources (links and subscriptions).

The department also seeks to reestablish counseling as the authorized source for career counseling resources and programming. This will be achieved, in part, through a multi-year collaboration with faculty and IT to implement an innovative, career development program (some form of an e-portfolio) that has the potential to address most GCCC essential skills. A group will be selected to pilot in spring 2020 with the hope that most students would utilize the e-portfolio beginning fall 2020.

Continued effort will lead to complete implementation of Accuplacer as the campus-based placement program. By October 2018, customized test settings and adoption of Accuplacer ESL will be realized. Every other year thereafter, in September (2020, 2022), data will be submitted to ETS for evaluation and recommendation for changes to cut scores.

In 2019, the department will submit an application to offer web-based Praxis testing with the intent to offer Praxis series testing for spring 2019 graduates. The department will also seek to expand certification offerings by consulting with other testing centers (i.e.: their experiences with various vendors) and secure at least one new vendor contract by March 2021.

The department will move beyond anecdotal feedback by putting into practice a testing center satisfaction survey for testers to complete prior to leaving the center. A questionnaire will be designed (July 2018), piloted for one year (beginning July 2019), and reevaluated the following year (July 2020). Testing services will collect a minimum of 30 surveys monthly.

The department also plans to succeed in becoming an NCTA certified test center by the end of this five-year period. Eleven comprehensive standards with benchmarks (set by NCTA) identify overall expectations for certified test centers. Half of these standards will be met by June 2019 and the second half by August 2019 and the department will apply for certification by April 2021.

In addition, by seeking grant funds and/or retaining revenue generated by testing services, fixtures and technology upgrades to the testing center (22 call center-style workstations and chairs, 29 lab computers, 2 office/administration computers, a server and a camera monitoring system covering both testing rooms) will be completed by August 2020.

Finally, the department will evaluate the costs and benefits of adopting test center management software. Such software could automate test scheduling as well as improve the accuracy and streamline the data collection process.

Component 6: Additional Comments

This space is for the department to add any additional comments to help clarify or explain its functions, if applicable.

Jo Ann assumed responsibility for testing services about 2-1/2 years ago and has spent a significant amount of time updating and improving its functionality.

On the other side, a notable number of changes in personnel, assigned duties and respective educational backgrounds has influenced the delivery of personal and academic support services.

Component 7: Executive Summary

1. Briefly describe how the department review was conducted:

The department review incorporated evaluation of documentation from staff and department activities. All staff had input and reviewed the self-study.

2. Describe the MAJOR conclusions regarding the present state of the department:

Reactions to moving testing services have been very positive. The location is convenient and provides an extremely quiet setting for test takers. As earlier noted, the number of tests administered has continued to increase annually. Maximizing available space and computer technology will raise services to the next level all while maintaining current staff. All the aforementioned improvements will help GCCC meet and exceed industry and professional standards. These changes will create a testing center on par with any metropolitan site in Kansas.

Due to personnel changes, counseling activities have been limited to individual sessions.

3. Briefly describe the goals and objectives of the department:

As mentioned previously, in the next five years, opportunities for improvement will involve implementing practices and procedures that automate routine tasks, document staff and student activities, and foster student success from matriculation to graduation and beyond.

4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

Departments completing the review for the first time will not have these items and need not answer this question.

NONE

5. Describe the department strengths:

The relocation of testing services and associated upgrades has had a positive impact. Dedicated, qualified staff provide services in both areas in a friendly, professional manner.

6. Describe what areas need improvement:

Limited human resources dictates the need for employing technology to improve, expand and record departmental services. For example, automating documentation tasks can improve efficiency, accuracy and free staff for other duties.

As mentioned previously, changes in personnel, duties and educational backgrounds has influenced the delivery of personal and academic support services. New initiatives (e-portfolio) led by counseling will have an impact on all degree-seeking students.

7. State the recommendations for the department:

The department is committed to accomplishing the following in the next five years:

- 1) accurate, updated web content and suitable subject matter designed to inform internal stakeholders (portal content) is posted;
- 2) a career-focused student e-portfolio (also within the portal) is developed and in use;
- 3) the Accuplacer setup (including Accuplacer ESL) is improved and placement cut scores (per College Board data submission) are refined;
- 4) approval for Praxis web-based testing is attained and GCCC offers Praxis series tests;
- 5) after consideration of GCCC students and area stakeholder needs, an additional test vendor is secured;
- 6) test center lab upgrades (fixtures and technology) are complete;
- 7) GCCC achieves NCTA Certified Test Center status; and
- 8) GCCC acquires test center management software.

Customer Satisfaction Survey

 GARDEN CITY COMMUNITY COLLEGE	<h2 style="margin: 0;">GCCC Testing Center</h2>	
	801 Campus Drive Garden City, KS 67846	

GCCC Testing Center staff care about your experience with us. Please take a few minutes to respond to the following questions:

Survey Date: [Date]	Test Completed Choose one:	Status Choose one:
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Please indicate how much you agree with the following statements:

1. Sufficient and accurate information about test schedules was readily available (e.g., website, email inquiry or returned phone call).

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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2. The testing center location was convenient and easily accessible.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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3. My wait time from arrival to seating at a test workstation was reasonable.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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4. The testing center staff was courteous and respectful.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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5. The staff was helpful and knowledgeable in answering my questions.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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6. The conditions of the testing room were comfortable (e.g., lighting, temperature, furniture).

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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J/2016

7. The testing lab was free of distraction or staff addressed concerns promptly and appropriately.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
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Please rate the quality of your overall experience.

<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
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Comments:

[Add your comments here.]

Your feedback is valued and appreciated!

?	2/2018
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Component 8: Action Plan (with timelines for recommendations)					
	Year 1 (2018-19)	Year 2 (2019-20)	Year 3 (2020-21)	Year 4 (2021-22)	Year 5 (2022-23)
	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications
<p>Recommendation 1: Update and redesign web content for both departmental areas and determine what information should be accessed through the campus portal</p> <p>Measure of Success: New and revised content will be posted on the web and in the portal; visitors are internal and external stakeholders; web and portal are reviewed/updated annually</p>	<p>Actions: Using new GCCC web template, create initial testing and counseling department pages; seek portal training and create content for campus-only users</p> <p>Timeline: November 2018</p>	<p>Actions: Update current content and redesign counseling content to align with precepts of positive psychology; annual content review and revision</p> <p>Timeline: August 2019</p>	<p>Actions: Annual content review and revision</p> <p>Timeline: June 2021</p>	<p>Actions: Annual content review and revision</p> <p>Timeline: June 2022</p>	<p>Actions: Annual content review and revision</p> <p>Timeline: June 2023</p>
<p>Recommendation 2: Reestablish Counseling as the authorized source for career counseling resources and programming</p> <p>Measure of Success: A career development plan that effects all certificate and degree-seeking students is created, piloted and available for student use in the portal. By year 3, a minimum of 10% of degree-seeking students are using the e-portfolio feature, with at least 10% more students per year utilizing it in years 4 and 5.</p>	<p>Actions: Explore e-portfolio content and delivery options with faculty and IT; align with GCCC essential skills</p> <p>Budget Implications: Depending upon preferred option, may be software/user charge</p> <p>Timeline: December 2018</p>	<p>Actions: Seek approval and pilot with select student group spring semester; survey participants for satisfaction and suggestions</p> <p>Budget Implications: uncertain</p> <p>Timeline: December 2019</p>	<p>Actions: Implement e-portfolio with entering students fall 2020</p> <p>Budget Implications: uncertain</p> <p>Timeline: July 2020</p>	<p>Actions: Annual content review and revision</p> <p>Budget Implications: uncertain</p> <p>Timeline: July 2021</p>	<p>Actions: Annual content review and revision</p> <p>Budget Implications: uncertain</p> <p>Timeline: July 2022</p>

<p>Recommendation 3: Implement and customize campus-wide Accuplacer testing program</p> <p>Measure of Success: Test settings are built and include custom questions, majors, messages and test report forms; by informal survey, 75% of reading-English-math faculty are satisfied with the accuracy of course placement; in future years GCC data is submitted to Accuplacer/College Board for analysis and changes to placement are based on those results</p>	<p>Actions: Create custom settings and testing protocols; collect and analyze testing data; survey faculty to determine accuracy of placement guidelines; transition from Michigan Placement Test to Accuplacer ESL; pilot Accuplacer ESL with current students and evaluate initial cut scores for precision</p> <p>Timeline: October 2018</p>	<p>Actions: ESL branching profile is built and Accuplacer ESL testing is implemented; Submit data to Accuplacer for evaluation and assess results for changes</p> <p>Timeline: September 2019</p>	<p>Actions: Submit data to Accuplacer for evaluation and assess results for changes</p> <p>Timeline: September 2020</p>	<p>Actions: Collect data</p> <p>Timeline: September 2021</p>	<p>Actions: Submit data to Accuplacer for evaluation and assess results for changes</p> <p>Timeline: September 2022</p>
<p>Recommendation 4: Enhance professional certification test offerings to meet the needs of students and community members</p> <p>Measure of Success: ETS grants Certified Test Administration (CTAS) status (signed contract) and computer-based PRAXIS series testing is implemented; at least one additional test vendors' products are added to professional testing (one new test vendor contact signed)</p>	<p>Actions: Pending HLC status postpones CTAS application; network with other institutions and explore options for service expansion</p> <p>Timeline: July 2018</p>	<p>Actions: Confirm administrative and testing stations meet tech configuration requirements; complete/submit application form; as CTAS, PRAXIS series is launched; attend NCTA national conference</p> <p>Budget Implications: Potential equipment upgrades; build conference expenses into future budgets</p> <p>Timeline: September 2019</p>	<p>Actions: Review functioning and adequacy of PRAXIS series testing; contact testing firms to determine if GCCC can meet criteria to administer tests</p> <p>Budget Implications: None unless technology deficiencies emerge</p> <p>Timeline: September 2020</p>	<p>Actions: Contract with a new vendor; attend NCTA national conference</p> <p>Budget Implications: None unless technology deficiencies emerge</p> <p>Timeline: September 2021</p>	<p>Actions: Review test vendor contracts</p> <p>Timeline: September 2022</p>

<p>Recommendation 5: Create and implement a testing center customer satisfaction survey to provide measurable feedback</p> <p>Measure of Success: Collect a minimum of 30 surveys per month; survey results inform staff and impact potential changes for improvement</p>	<p>Actions: Research potential questions and delivery options</p> <p>Budget Implications: May require iPad for data collection</p> <p>Timeline: July 2018</p>	<p>Actions: Pilot finalized questionnaire in testing center</p> <p>Budget Implications: Purchase additional iPad</p> <p>Timeline: July 2019</p>	<p>Actions: Review results from instrument's first year of use; modify instrument as needed and utilize results to improve services</p> <p>Timeline: July 2020</p>	<p>Actions: Modify instrument as needed and utilize results to improve services</p> <p>Timeline: October 2021</p>	<p>Actions: Modify instrument as needed and utilize results to improve services</p> <p>Timeline: October 2022</p>
<p>Recommendation 6: Through the National College Testing Association (NCTA), become a Certified Test Center</p> <p>Measure of Success: By meeting 11 NCTA standards for certification and passing a site visit, NCTA certification is granted; certification is an acknowledgement of adherence to best practices in the testing industry</p>	<p>Actions: Develop procedures to comply with NCTA certification (mission statement, adequate facilities, test integrity, and confidentiality)</p> <p>Timeline: June 2019</p>	<p>Actions: Develop procedures to comply with NCTA certification (staff training, program evaluation, contracts, testing manager, test center staff, services and public relations)</p> <p>Timeline: August 2019</p>	<p>Actions: Seek application for certification (restricted number available each year)</p> <p>Budget Implications: potential costs associated with site visit</p> <p>Timeline: April 2021</p>	<p>Actions: Certification achieved</p> <p>Timeline: April 2022</p>	<p>Actions: Certification maintained</p> <p>Timeline: April 2023</p>
<p>Recommendation 7: Complete upgrades to test center labs</p> <p>Measure of Success: 22 new workstations are installed and 14 additional computers maximize lab space; 2 additional office/administration computers are purchased; testing center technology additions/upgrades are incorporated into the campus IT plan</p>	<p>Actions: Installation of monitoring cameras linked to the testing center office</p> <p>Timeline: July 2018</p>	<p>Actions: Purchase of additional lab computers and two upgraded office computers</p> <p>Budget Implications: Retention of revenue generated by department</p> <p>Timeline: July 2019</p>	<p>Actions: Acquire bid, secure grant funding and/or retain test center revenue; execute order and set installation date for workstations</p> <p>Budget Implications: Retention of revenue generated by department</p> <p>Timeline: August 2020</p>	<p>Actions: Purchase of additional lab computers</p> <p>Budget Implications: Retention of revenue generated by department</p> <p>Timeline: July 2021</p>	<p>Actions: Purchase of additional lab computers</p> <p>Budget Implications: Retention of revenue generated by department</p> <p>Timeline: July 2022</p>

<p>Recommendation 8: Acquire online registration and test center management software for the testing center</p> <p>Measure of Success: Fully-functioning software streamlines test registration and automates data tracking and reporting</p>	<p>Actions: Create and maintain digital testing center documents (five-year retention policy)</p> <p>Timeline: July 2018</p>	<p>Actions: Continue to streamline processes</p> <p>Timeline: June 2020</p>	<p>Actions: Continue to streamline processes</p> <p>Timeline: June 2021</p>	<p>Actions: Attend NCTA national conference and meet with test center software vendors</p> <p>Timeline: May 2022</p>	<p>Actions: Purchase preferred test center management software</p> <p>Budget</p> <p>Implications: Initial software cost and annual licensing fee</p> <p>Timeline: July 2022</p>
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Assessment Data by Year/Month 2017													
TEST/ADMINISTERED	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	
Placement													
Accuplacer Math	123	29	154	112	76	170	155	146	4	13	53	85	1120
Accuplacer Reading	116	17	142	77	62	134	156	126	3	14	56	38	941
Accuplacer Writing	116	16	150	81	67	140	169	146	4	15	47	38	989
Accuplacer Ability to Benefit	12	0	0	0	0	0	0	0	0	0	0	0	12
Accuplacer ESL	0	0	0	0	0	0	0	0	40	0	0	0	40
Nelson Denny Reading Test	34	18	26	23	25	18	25	17	15	14	8	16	239
Michigan Placement Test	5	1	0	7	3	3	2	7	0	1	3	1	33
Prior Learning Assessments													
CLEP	1	0	2	2	6	3	2	2	0	1	1	0	20
Test Proctoring													
EduKan	0	0	0	0	0	0	0	0	0	0	3	0	0
Respiratory Therapy GCCC/SCCC	5	8	3	20	13	0	0	0	9	13	7	10	88
Surgical Tech GCCC/SCCC	0	3	3	4	3	5	3	0	0	0	1	0	22
Other institutions	0	5	5	5	2	7	10	3	1	4	2	32	76
Certification Testing													
Host Kryterion NCAC/2, AWS, etc.	2	0	1	1	2	2	1	1	0	0	0	1	11
Kryterion C.N.A	0	10	11	1	25	24	14	13	1	21	3	38	161
Pearson Vue GED, ICC, NREMT	36	71	50	62	52	53	39	47	58	68	41	28	605
Pearson Other	4	5	10	7	2	10	3	8	2	8	5	4	68
PSI-USPS	0	0	0	0	0	0	0	0	0	0	0	0	0
ASE Student Certification	0	0	0	0	15	0	0	0	0	0	0	16	31
Prometric ASE	4	1	4	4	5	2	0	0	2	2	7	3	34
RETA-GCAP & GCCC	9	21	15	31	22	21	10	25	41	15	15	8	233
Overall TOTAL:	467	205	576	437	380	592	589	541	180	189	252	318	4726

Assessment Data by Year/Month 2016													
TEST/ADMINISTERED	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	
Placement													
COMPASS Math/Accuplacer	86	75	34	136	72	70	150	169	12	56	70	21	951
COMPASS Reading	82	70	26	119	64	54	141	142	16	13	58	16	801
COMPASS Writing	81	70	24	138	71	55	154	152	10	14	70	17	856
COMPASS Ability to Benefit	1												1
Nelson Denny Reading Test	34	28	41	57	37	14	14	29	13	11	21	11	310
Michigan Placement Test	10	0	0	0	1	1	1	5	0	3	2	0	23
Prior Learning Assessments													
CLEP	4	0	1	1	6	3	3	0	0	0	4	1	23
Test Proctoring													
EduKan													
Respiratory Therapy GCCC/SCCC	8	22	8	10	3	0	0	2	8	2	0	0	63
Surgical Tech GCCC/SCCC	1	2	2	2	0	2	0	0	0	0	0	0	9
Other institutions	0	8	2	4	18	2	3	291	5	1	2	28	364
Certification Testing													
Host Kryterion NCAC/2, AWS, etc.	3	2	1	1	3	3	1	0	1	1	0	0	16
Kryterion C.N.A	0	4	20	9	37	25	39	11	8	9	17	52	231
Pearson Vue GED, ICC, NREMT	39	55	75	70	137	89	23	34	43	54	67	35	721
Pearson Other	5	10	13	6	14	14	4	8	7	2	7	3	93
PSI-USPS	0	0	0	0	0	0	0	0	0	0	0	0	0
Prometric ASE	5	3	3	9	6	9	4	5	2	3	3	6	58
RETA-GCAP & GCCC	21	24	17	27	26	20	28	17	24	29	10	5	248
Overall TOTAL:	380	373	267	589	495	361	565	865	149	198	331	195	4768


Assessment Data by Year/Month 2015													
TEST/ADMINISTERED	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	
Placement													
COMPASS Math	75	40	20	59	69	38	91	155	6	5	26	62	646
COMPASS Reading	51	46	28	54	58	29	73	125	6	4	39	59	572
COMPASS Writing	52	51	21	56	69	32	77	150	8	3	40	55	614
COMPASS Ability to Benefit	0	0	0	0	1	0	1	0	0	0	0	0	2
Nelson Denny Reading Test	30	41	22	20	17	10	32	25	15	12	34	26	284
Michigan Placement Test	3	1	0	2	4	2	2	0	0	0	3	7	24
Prior Learning Assessments													
CLEP	1	0	0	4	1	3	2	1	1	1	0	0	14
Test Proctoring													
EduKan	0	0	0	0	3	0	0	0	0	0	0	3	6
Respiratory Therapy GCCC/SCCC	10	27	26	19	19	0	30	0	32	18	16	5	202
Surgical Tech GCCC/SCCC	1	1	1	2	1	1	0	0	2	4	2	3	18
Other institutions	2	14	9	19	17	3	5	5	3	16	10	157	260
Certification Testing													
Host Kryterion NCAC/2, AWS, etc.	0	0	0	1	1	1	0	1	3	1	2	0	10
Kryterion C.N.A	12	2	37	7	20	6	0	28	7	18	0	33	170
Pearson Vue GED, ICC, NREMT	37	32	55	45	71	69	28	40	48	21	21	20	487
Pearson Other	7	5	6	8	10	8	4	5	8	7	6	1	75
PSI-USPS	0	0	0	0	0	0	0	0	0	0	0	0	0
Prometric ASE	1	21	4	1	4	1	0	5	0	11	5	5	58
RETA-GCAP & GCCC	19	9	17	19	13	9	21	29	21	13	9	13	192
Overall TOTAL:	301	290	246	316	378	212	366	569	160	134	213	449	3634

Assessment Data by Year/Month 2014													
TEST/ADMINISTERED	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	
Placement													
COMPASS Math	87	89	20	61	69	34	96	148	21	7	30	45	707
COMPASS Reading	89	70	17	47	62	34	85	120	20	5	32	42	623
COMPASS Writing	98	69	19	54	63	36	86	138	24	5	30	51	673
COMPASS Ability to Benefit	0	0	0	0	0	4	4	2	1	0	0	2	13
Nelson Denny Reading Test	29	24	31	28	31	13	16	18	7	9	23	27	256
Michigan Placement Test	5	0	0	4	3	1	5	8	0	0	9	5	40
Prior Learning Assessments													
CLEP	1	1	1	1	1	3	0	0	2	0	2	0	12
Test Proctoring													
EduKan	0	0	0	0	0	0	0	0	0	2	0	0	2
Respiratory Therapy GCCC/SCCC	8	19	15	19	4	0	12	0	8	11	3	10	109
Surgical Tech GCCC/SCCC	7	11	8	7	4	5	0	0	1	1	0	1	45
Other institutions	2	23	10	12	12	14	14	12	9	14	5	20	147
Certification Testing													
Host Kryterion NCAC/2, AWS. etc.	0	0	1	0	0	0	1	0	0	0	0	1	3
Kryterion C.N.A	8	8	9	38	25	20	28	16	4	18	16	35	225
Pearson Vue GED, ICC, NREMT	11	18	36	47	44	68	19	33	25	32	22	48	403
Pearson Other	0	0	0	0	0	0	0	0	0	0	0	0	0
PSI-USPS	0	0	0	0	0	0	0	0	0	0	0	0	0
Prometric ASE	0	1	0	0	0	0	0	0	0	0	19	1	21
RETA-GCAP & GCCC	54	3	2	12	24	18	0	20	21	15	23	14	206
Overall TOTAL:	399	336	169	330	342	250	366	515	143	119	214	302	3485

Component 9: Signature Page and Archiving

 5-1-18
 Department Head Date

 5/18/18
 Next Level Supervisor Date

 7/9/18
 Dean, IEPR Date

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 President Date

Archiving:

Division Leader submits to Dean of Institutional Effectiveness, Planning and Research.

1. A complete electronic version of the Non-Academic Departmental Review self-study
2. All documentation (electronic and print)
3. A signed signature page (electronic and print)